THE IMPLEMENTATION OF LANGUAGE REACTOR AS A MEDIA FOR TEACHING ENGLISH SPEAKING AT SENIOR HIGH SCHOOL

THESIS

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FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF MAULANA MALIK IBRAHIM
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Thesis

THE IMPLEMENTATION OF LANGUAGE REACTOR AS A MEDIA FOR TEACHING ENGLISH SPEAKING AT SENIOR HIGH SCHOOL

Submitted to the Faculty of Tarbiyah and Teacher Training in Partical Fulfillment of The Requirement of the Degree of English Language Teaching (S.Pd) in English Education Department

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ISLAMIC STATE UNIVERSITY OF MAULANA MALIK IBRAHIM MALANG

2025

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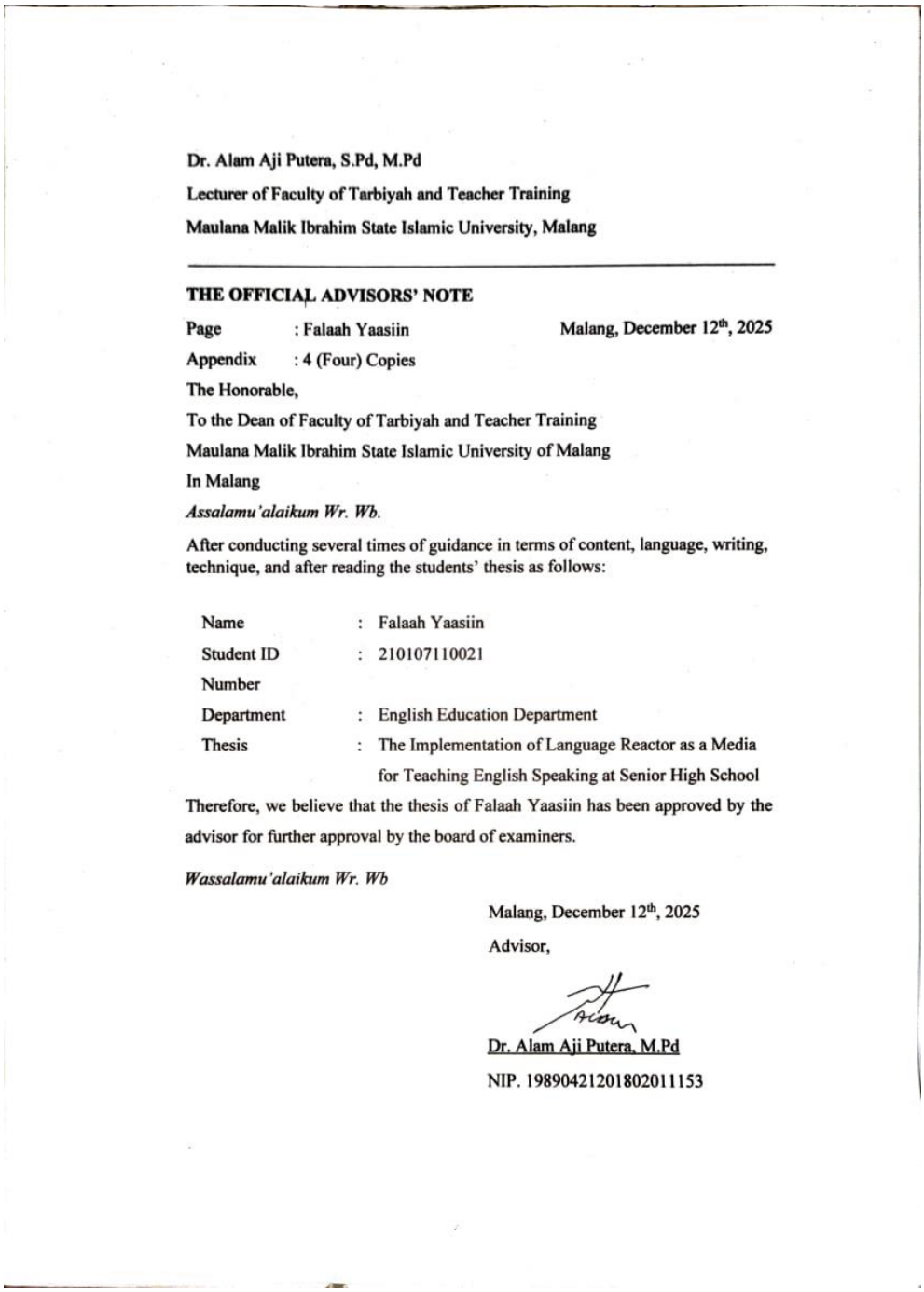

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Assalamu'alaikum Wr. Wb.

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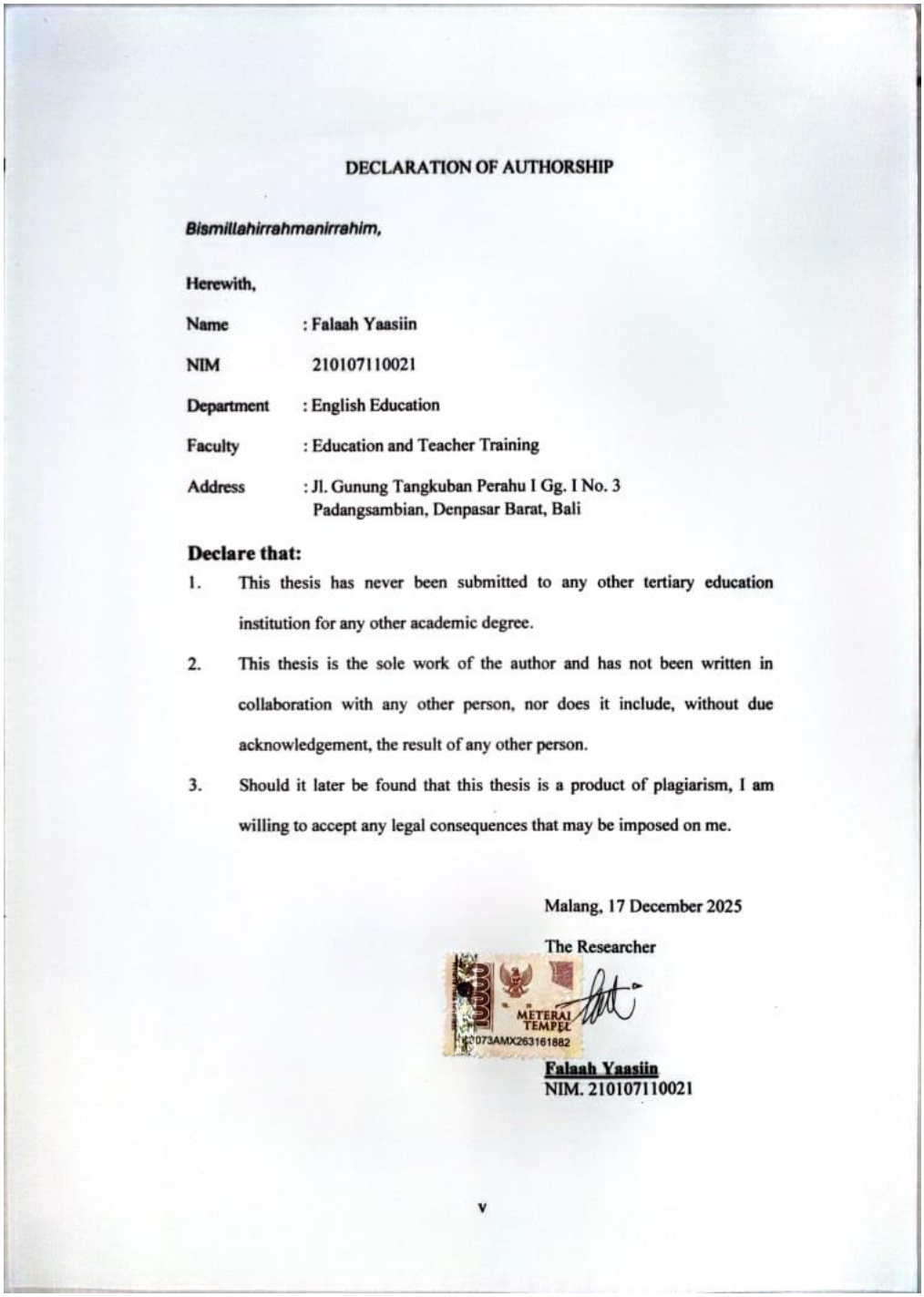

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1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
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v

MOTTO

"...And to Those I Love, Thanks for Sticking Around"

~$uicedeboy$~

DEDICATION

All praise be to Allah SWT, the Most Gracious and the Most Merciful, for the endless blessings, strength, and guidance that have enabled me to complete this final project. Peace and blessings are always upon the Prophet Muhammad SAW, the greatest teacher who inspired humanity with knowledge and wisdom.

This humble work is sincerely dedicated to my beloved parents, who have given me unconditional love, continuous prayers, and unwavering support throughout my academic journey. Their patience, sacrifices, and encouragement have been my greatest motivation in completing this research. I also extend my love and gratitude to my family members, who always believe in my ability and remind me to stay strong even during difficult times.

To my advisors and lecturers, I express my deepest appreciation for their valuable guidance, insightful feedback, and constant support during the process of writing this thesis. Their dedication to education has inspired me to become a better learner and future educator.

To my dear friends and classmates, thank you for the laughter, encouragement, and shared struggles that made this journey more meaningful. Every discussion, late-night study session, and word of motivation has been an important part of this achievement.

Lastly, this work is also dedicated to every student and teacher who continues to grow and innovate through education. May this research serve as a small contribution to the development of English language teaching and inspire others to embrace technology as a bridge for better learning.

ACKNOWLEDGMENT

All praise belongs to Allah SWT, the Most Compassionate and the Most Merciful, whose endless mercy and guidance have made it possible for me to complete this thesis. May peace and blessings always be upon the noble Prophet Muhammad SAW, who brought enlightenment and guidance for all humanity.

This thesis, entitled *"The Implementation of Language Reactor as a Media for Teaching English Speaking at Senior High School,"* is submitted as one of the requirements to obtain a Bachelor's Degree in English Education (S.Pd) at the Faculty of Tarbiyah and Teacher Training, Maulana Malik Ibrahim State Islamic University, Malang.

I fully realize that this work would not have been completed without the prayers, encouragement, and contributions of many parties. Therefore, I would like to express my deepest gratitude to:

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I am fully aware that this thesis is not without its shortcomings and still leaves ample room for improvement. Therefore, I sincerely welcome any constructive criticism, feedback, and suggestions from readers for the refinement of this work. It is my hope that this thesis can serve as a useful reference and make a small but meaningful contribution to the study of English language teaching, particularly in integrating technology through Language Reactor. Moreover, I believe that the process of completing this research has provided me with valuable knowledge, experiences, and lessons that will guide me in my future academic and professional journey.

LATIN ARABIC TRANSLITERATION GUIDE

Based on the collective decision of the Minister of Religious Affairs of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia Number 158 of 1987 and Number 0543b/U/1987, it has been decided that the Arabic-Latin transliteration guidelines used in this thesis are as follows:

A. Words

ا	**= a**	ز	**= z**	ق	**=q**
ب	**=b**	س	**=s**	ك	**=k**
ت	**= t**	ش	**=sy**	ل	**= l**
ث	**=ts**	ص	**=sh**	م	**= m**
ج	**= j**	ض	**=dl**	ن	**=n**
ح	**=h**	ط	**=th**	و	**=w**
خ	**=Kh**	ظ	**=zh**	ه	**=h**
د	**=d**	ع	**= ‘**	ء	**= ’**
ذ	**=dz**	غ	**=gh**	ي	**= y**
ر	**= r**	ف	**= f**		

B. LongVocal

Long Vocal(a)	**= aˆ**
LongVocal(i)	**=iˆ**
LongVocal(u)	**= uˆ**

C. DipthongVocal

اَو	**=aw**
اَي	**= ay**
او	**=ˇu**
اِي	**=iˆ**

TABLE OF CONTENTS

Approval sheet II

Legitimation sheet III

The official advisors' note IV

Approval V

Declaration of authorship VI

Motto VII

Dedication VIII

Acknowledgment IX

Latin arabic transliteration guide XI

Table of contents XII

Abstrak XIV

Abstract XV

الملخص XVI

Chapter i 1

Introduction 1

1.1. BACKGROUND OF THE STUDY 1
1.2. RESEARCH QUESTION 7
1.3. RESEARCH OBJECTIVE 8
1.4. SIGNIFICANCE OF THE STUDY 8
1.5. SCOPE AND LIMITATION OF THE STUDY 8
1.6. DEFINITION OF KEY TERMS 9

Chapter ii 10

Literature review 10

2.1. SPEAKING 10
2.1.1. Definition of speaking 10
2.1.2. Characteristics of speaking skill 12
2.1.3. Teaching speaking in the efl classroom 17
2.2. LANGUAGE REACTOR 18
2.2.1. Definition of language reactor 18
2.2.2. The adventages of language reactor 20
2.2.3. The disadvantages of language reactor 23
2.3. THE TEACHING OF SPEAKING USING LANGUAGE REACTOR 24
2.3.1. Strategy of using language reactor in speaking class 24

2.4. PREVIOUS STUDY 27
Chapter iii 31
Research methodology 31
3.1. RESEARCH DESIGN 31
3.2. SUBJECT OF THE RESEARCH 32
3.3. RESEARCH INSTRUMENT 33
3.3.1. Observation 35
3.3.2. Interview 35
3.3.3. Documentation 36
3.4. DATA COLLECTION 37
3.5. DATA ANALYSIS 38
3.6. DATA VALIDITY 40
Chapter iv 42
Findings and discussion 42
4.1. FINDINGS 42
4.1.1 the implementation of language reactor in teaching speaking 42
4.1.2 students' responses toward the use of language reactor 46
4.1.3 teacher's challenges and strategies in using language reactor 49
4.1.4 implementation process and mechanism of language reactor in speaking class 52
4.2 DISCUSSION 55
4.2.1 language reactor as a source of comprehensible input 56
4.2.2 enhancement of communicative competence through authentic interaction 56
4.2.3 multimodal learning and the role of technology in supporting speaking 57
4.2.4 teacher's role as facilitator and scaffolder 58
4.2.5 affective factors: motivation and anxiety reduction 58
4.2.6 challenges in implementation 59
Chapter v 60
Conclusion & suggestion 60
5.1 CONCLUSION 60
5.2. SUGGESTION 61
References 64
Appendices 68

ABSTRAK

Yaasiin, Falaah. 2025. Implementasi Aplikasi Language Reactor sebagai Media untuk pembelajaran Speaking Bahasa Inggris di SMA. Skripsi. Tadris Bahasa Inggris. Fakultas Ilmu Tarbiyah dan Keguruan. Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing Dr. Alam Aji Putera, M. Pd

Kata Kunci: Language Reactor, Berbicara Bahasa Inggris, Media Pembelajaran, Sekolah Menengah Atas

Penelitian ini bertujuan untuk mendeskripsikan penerapan Language Reactor sebagai media pembelajaran dalam pengajaran keterampilan berbicara bahasa Inggris di tingkat Sekolah Menengah Atas (SMA)**.** Language Reactor merupakan ekstensi peramban (browser extension) yang memungkinkan peserta didik untuk belajar melalui video autentik dari platform seperti YouTube dengan menggunakan subtitle dwibahasa. Media ini memberikan akses terhadap input bahasa yang nyata dan kontekstual sehingga diharapkan dapat membantu siswa dalam meningkatkan kefasihan, pelafalan, dan kepercayaan diri dalam berbicara bahasa Inggris. Penelitian ini menggunakan pendekatan kualitatif dengan jenis studi kasus. Subjek penelitian terdiri atas seorang guru bahasa Inggris dan siswa kelas XI di salah satu SMA di Malang. Data dikumpulkan melalui observasi kelas**,** wawancara, dan dokumentasi**.** Analisis data dilakukan menggunakan model interaktif Miles, Huberman, dan Saldaña (2014) yang meliputi tiga tahap utama: reduksi data, penyajian data, dan penarikan kesimpulan/verifikasi. Hasil penelitian menunjukkan bahwa implementasi Language Reactor dalam pembelajaran berbicara dilakukan melalui beberapa tahapan, yaitu perencanaan, pelaksanaan, dan evaluasi. Pada tahap perencanaan, guru menyiapkan video autentik sesuai dengan topik pembelajaran dan menyusun aktivitas berbasis pemahaman dan produksi bahasa. Tahap pelaksanaan melibatkan kegiatan seperti menonton video dengan subtitle bilingual, mengenali kosakata baru melalui fitur click-to-translate, latihan shadowing, serta kegiatan berbicara seperti role play dan retelling. Sementara itu, tahap evaluasi dilakukan dengan memberikan umpan balik terhadap kefasihan, pengucapan, dan keberanian siswa dalam berbicara.

ABSTRACT

Yaasiin, Falaah. 2025. The Implementation of Language Reactor as a Media for Teaching English Speaking at Senior High School. Thesis. English Language Teaching. Faculty of Islamic Education and Teacher Training. Maulana Malik Ibrahim State Islamic University of Malang. Advisor Dr. Alam Aji Putera, M. Pd

Keywords: Language Reactor, English Speaking Learning, Learning Media, Senior High School.

This study aims to describe the implementation of Language Reactor as a learning medium in teaching English speaking skills at the senior high school level**.** Language Reactor is a browser extension that allows learners to study through authentic videos from platforms such as YouTube using bilingual subtitles. This tool provides access to real and contextual language input, which is expected to help students improve their fluency, pronunciation, and confidence in speaking English. This research employed a qualitative approach using a case study design. The subjects of the study consisted of an English teacher and eleventh-grade students from a senior high school in Malang. Data were collected through classroom observation**,** interviews, and documentation**.** The data were analyzed using the interactive model of Miles, Huberman, and Saldaña (2014), which involves three main stages: data reduction, data display, and conclusion drawing/verification. The findings reveal that the implementation of Language Reactor in teaching speaking was carried out through several stages: planning, implementation, and evaluation**.** In the planning stage, the teacher prepared authentic video materials relevant to the lesson topic and designed activities based on comprehension and production skills. During implementation, students engaged in activities such as watching videos with bilingual subtitles, identifying new vocabulary using the click-to-translate feature, practicing pronunciation through shadowing*,* and performing role play or retelling tasks. The evaluation stage focused on providing feedback regarding students' fluency, pronunciation, and speaking confidence.

الملخص

ياسين فلاح .٢٠٢٥ .تطبيق برنامج "لانغويج ريآكتور "كوسيلة لتعليم مهارة التحدث باللغة الإنجليزية في المرحلة الثانوية بحث تخرّج .قسم تعليم اللغة الإنجليزية .كلية التربية الإسلامية وإعداد المعلمين، جامعة مولانا مالك إبراهيم .الإسلامية الحكومية مالانغ .المشرف :الدكتور علام أجي بوترا، م.بد

الكلمات المفتاحية: لانغويج ريآكتور، تعلم التحدث باللغة الإنجليزية، الوسائل التعليمية، المدرسة الثانوية

يهدف هذا البحث إلى وصف تطبيق برنامج "لانغويج ريآكتور **"كوسيلة تعليمية في تدريس** مهارة التحدث باللغة الإنجليزي**ة** على مستوى المدرسة الثانوية. يُعدّ لانغويج ريآكتور امتدادًا للمتصفح يتيح للمتعلمين الدراسة من خلال مقاطع فيديو أصلية من منصات مثل نتفليكس **و**يوتيوب باستخدام الترجمة الثنائية. ويُوفّر هذا البرنامج مدخلات لغوية حقيقية وسياقية، مما يساعد الطلاب على تحسين الطلاقة والنطق والثقة في التحدث باللغة الإنجليزية استخدم هذا البحث المنهج النوعي بتصميم دراسة حالة. وتكوّن المشاركون من معلم اللغة الإنجليزية وطلاب الصف الحادي عشر في إحدى المدارس الثانوية بمدينة مالانغ. جُمعت البيانات من خلال الملاحظة الصفية **و**المقابلات والوثائق. وتم تحليل البيانات باستخدام النموذج التفاعلي ،الذي اقترحه مايلز، هوبرمان، وسالدانيا (2014)، والذي يتضمن ثلاث مراحل رئيسية: اختزال البيانات عرض البيانات، واستخلاص النتائج والتحقق منها. أظهرت النتائج أن تطبيق لانغويج ريآكتور في تدريس ،مهارة التحدث تم عبر عدة مراحل: مرحلة التخطيط، ومرحلة التنفيذ، ومرحلة التقييم. في مرحلة التخطيط أعدّ المعلم مواد فيديو أصلية مرتبطة بموضوع الدرس، وصمم أنشطة قائمة على الفهم والإنتاج اللغوي. أما في مرحلة التنفيذ، فقد شارك الطلاب في أنشطة مثل مشاهدة الفيديوهات ذات الترجمة الثنائية، وتحديد .وأداء أنشطة أو ،*(shadowing)* المفردات الجديدة باستخدام خاصية ، وممارسة النطق من خلال .بينما ركزت مرحلة التقييم على تقديم التغذية الراجعة المتعلقة بطلاقة الطلاب ونطقهم وثقتهم في التحدث

CHAPTER I
INTRODUCTION

This chapter addresses the background of the study, research questions, objectives of the study, significance of the study, scope of the study, and definitions of the key terms.

1.1. Background of the Study

Speaking is one of the fundamental skills in English language learning, yet it remains one of the most challenging for students, especially at the senior high school level. Many students struggle with fluency, pronunciation, vocabulary, and confidence when speaking in English. This is due to various factors such as anxiety, lack of real-life speaking practice, and insufficient exposure to authentic English input. According to Fauzi & Mahmudah (2023), one of the main causes of students' low speaking proficiency is the limited opportunity they have to engage in interactive and meaningful conversations in class.

This phenomenon reflects a broader trend in Indonesian classrooms, where language instruction is often focused on grammar drills and reading comprehension, while speaking is underemphasized. Students rarely experience real conversational English, which leads to a lack of fluency and confidence. This condition calls for a transformation in pedagogical strategies to address students' communicative needs.

In today's digital era, the integration of technology in language teaching has become more than just an innovation it is a necessity. The rapid advancement of educational tools offers a variety of platforms that can significantly enhance students' language learning experience. One of these is Language Reactor, a browser extension that allows learners to interact with real-time subtitles and

transcripts from online videos, including those on Netflix and YouTube. This tool not only provides authentic listening materials but also enables learners to follow native-level conversations while accessing bilingual subtitles. As emphasized by Pratiwi & Nurhidayati (2024), digital tools that offer contextual and audiovisual input are effective in developing students' speaking fluency and comprehension.

This notion is also in harmony with Islamic values, particularly in Surah Al-Mujadila verse 11:

يٰٓاَيُّهَا الَّذِيْنَ اٰمَنُوْٓا اِذَا قِيْلَ لَكُمْ تَفَسَّحُوْا فِى الْمَجٰلِسِ فَافْسَحُوْا يَفْسَحِ اللّٰهُ لَكُمْۚ وَاِذَا قِيْلَ انْشُزُوْا فَانْشُزُوْا يَرْفَعِ اللّٰهُ الَّذِيْنَ اٰمَنُوْا مِ

Meaning: "Allah will raise those who have believed among you and those who were given knowledge, by degrees."

This verse underscores the value of learning and teaching, including the exploration of new methodologies that adapt to students' needs and the times. By embracing educational technology, teachers can provide a more engaging and modern classroom environment that motivates students to speak more freely.

From a theoretical standpoint, the integration of Language Reactor in English language teaching can be grounded in several well-established language acquisition and learning theories that collectively support its implementation in speaking classrooms. One of the most influential frameworks in second language acquisition is Stephen Krashen's Input Hypothesis (1985), which emphasizes the necessity of providing learners with comprehensible input—that is, language input that is slightly beyond the current level of the learner's competence, often referred to as "i+1". Krashen asserts that when learners are exposed to input, they can mostly understand, and which contains slightly more advanced structures, they are more

likely to acquire the language naturally. Language Reactor aligns perfectly with this hypothesis by offering learners real-time, contextualized, and adjustable language input through subtitled videos from authentic sources such as Netflix and YouTube. Learners can pause, replay, and translate phrases, making the input more accessible and comprehensible. Furthermore, the use of Language Reactor is consistent with the principles of Communicative Language Teaching (CLT). CLT emphasizes that language learning is most effective when learners are engaged in meaningful communication using authentic materials. According to Richards and Rodgers (2014), CLT promotes student-centered learning that prioritizes the use of language in real-life situations rather than isolated grammar instruction. Language Reactor supports this goal by exposing students to natural conversational English, idiomatic expressions, and discourse features that are typically absent in textbook dialogues. The authentic context presented through the media used in Language Reactor enables learners to experience how language is actually used in real-world communication, which is essential in speaking development.

Numerous reports and studies in the Indonesian educational context indicate that speaking remains one of the most difficult language skills for high school students, primarily due to limited classroom interaction and fear of making mistakes. Furthermore, traditional classroom settings often do not provide enough opportunities for students to express themselves in English. Here lies the potential of Language Reactor as a learning medium: it presents authentic English in a real context, enhances student interaction with natural language input, and allows for personalized pacing in learning.

Several recent studies have underscored the growing importance of educational technology in improving students' speaking skills in EFL classrooms. In particular, multimedia-based platforms that incorporate authentic audiovisual content have shown promising outcomes in enhancing learners' vocabulary acquisition, fluency, and confidence in speaking English. For instance, a study conducted by Siregar and Wardani (2022) found that students who engaged with subtitled videos demonstrated notable improvements in vocabulary recall, pronunciation accuracy, and oral fluency. The research concluded that repeated exposure to authentic dialogues, combined with visual support in the form of subtitles, helped learners understand contextual vocabulary and natural intonation patterns more effectively. Supporting this view, Tanjung et al. (2023) conducted classroom-based action research and revealed that the use of video-based digital tools in speaking lessons significantly increased student engagement, participation, and self-confidence. The study highlighted how learners were more willing to express themselves in English when lessons were supported by interactive video content, which helped them visualize real-life contexts and apply new language structures meaningfully. Importantly, the study emphasized the need for teacher mediation and guided reflection, which helped transform passive viewing into active language production. Further evidence is provided by Kusumawati and Azizah (2024), who reported that students in classes using platforms like Language Reactor showed greater motivation and willingness to speak, particularly during peer-based speaking tasks. They attributed this to the accessibility of native-speaker input, the ability to control playback and subtitle settings, and the personalized pace that these platforms offer. The combination of authentic input and learner control

created a low-anxiety environment conducive to speaking practice, aligning with Krashen's Affective Filter Hypothesis (1985), which emphasizes the role of emotional factors in language acquisition. These findings align with broader theoretical frameworks supporting technology-enhanced language learning. According to Chen and Li (2021), multimedia platforms support cognitive engagement and linguistic immersion by simultaneously stimulating learners' visual, auditory, and linguistic channels. When learners are presented with subtitled video content, they are exposed not only to grammar and vocabulary but also to the prosodic and pragmatic features of language use, such as tone, rhythm, and cultural references—all of which are critical for developing communicative competence.

There are some previous studies are related to this study. A study conducted by Siregar and Wardani (2022) explored the use of subtitled videos as a medium for improving students' speaking performance in EFL classrooms. The research found that students who learned through subtitled videos showed significant progress in vocabulary recall, pronunciation accuracy, and oral fluency. The availability of visual and textual support helped learners connect spoken and written forms of language, making it easier to understand contextual meaning and natural expressions. However, the study mainly emphasized the linguistic outcomes and did not provide detailed insights into how teachers implemented such media in classroom settings or how students interacted with the learning tool during the speaking process.

In another study, Tanjung et al. (2023) examined the application of video-based tools in speaking instruction through classroom action research. Their findings indicated that integrating multimedia resources increased students'

engagement, motivation, and self-confidence in speaking English. The study revealed that authentic video materials allowed students to visualize real-life communication contexts, which helped them use new language structures more meaningfully. Despite these positive outcomes, the study focused more on general video-based learning and did not specify the use of interactive tools such as Language Reactor, which offers more advanced features like dual subtitles, instant translation, and transcript synchronization that can enhance learners' independent speaking practice.

A more recent investigation by Kusumawati and Azizah (2024) focused on the use of Language Reactor in English language learning. The study reported that students using this platform were more motivated and confident to participate in speaking tasks due to its interactive design and flexibility in controlling playback, subtitles, and translations. The accessibility of authentic input from native speakers helped students to practice pronunciation and observe natural speech patterns. Nonetheless, the research primarily analyzed student perceptions and motivation, lacking an in-depth discussion on how teachers manage and integrate Language Reactor effectively within classroom-based speaking instruction.

From the reviewed studies above, it can be concluded that while previous research has demonstrated the effectiveness of multimedia and digital tools in enhancing English learning, there remains a lack of studies focusing specifically on the pedagogical implementation of Language Reactor in teaching speaking at the senior high school level. Most prior studies concentrated on vocabulary acquisition, listening comprehension, or student motivation, rather than the classroom application and teacher strategies in facilitating interactive speaking practices

through this platform. Therefore, this study seeks to fill this gap by examining how Language Reactor is used as a medium for teaching English speaking, exploring both the instructional process and the responses of teachers and students toward its implementation in a real classroom context.

Despite the potential, the successful implementation of tools like Language Reactor depends on several classroom factors, including teacher readiness, class management, and student motivation. As argued by Yunita et al. (2022), effective classroom management is essential for ensuring that digital tools are used optimally and that all students benefit from the technology-integrated instruction. Therefore, understanding how Language Reactor is applied in the actual classroom context is necessary to determine its advantages, challenges, and overall impact on students' speaking development.

This research seeks to explore and analyze the implementation of Language Reactor as a media for teaching English speaking in a senior high school environment, focusing on how it supports speaking instruction, how students respond to it, and what strategies teachers use to manage its use. Unlike previous studies that focused more on writing or vocabulary development, this study emphasizes oral communication and the pedagogical practices needed to foster a dynamic, interactive, and technologically-supported speaking classroom.

1.2. Research Question

This study aims to address the following research question:

1. How is Language Reactor implemented as a media for teaching English speaking at senior high school?

1.3. Research Objective

1. To analyze the implementation of Language Reactor as a media for teaching English speaking at senior high school.

1.4. Significance of the Study

This research is intended to give a significant contribution for teachers who use or are interested in the application of digital media—particularly Language Reactor—in their English speaking classes at the senior high school level. With the rapid advancement of educational technology, teachers are encouraged to develop more engaging and student-centered methods, moving away from traditional practices where teachers dominated the classroom and students played a passive role. Through this research, it is hoped that teachers will gain new insights into how to integrate authentic audiovisual content with bilingual subtitles to enhance students' speaking skills, motivation, and confidence, ultimately aligning classroom practices with real-world communication needs and the digital habits of modern learners.

1.5. Scope and Limitation of the Study

This research will be focused on the application of Language Reactor in English speaking classes as a digital media tool, specifically in the context of senior high school education. The study will observe how teachers implement Language Reactor in classroom activities to support students' speaking skill development. Additionally, this research is limited to the implementation process, student responses, and challenges encountered during its use in the classroom setting.

1.6. Definition of Key Terms

1. Language Reactor

Language Reactor is a browser extension used to support English learning through videos on platforms such as YouTube and Netflix. It provides dual subtitles, instant translation, and transcript features that help learners understand spoken English and learn new vocabulary. In this study, Language Reactor is used as a digital media to help students improve their speaking skills through exposure to authentic English conversations.

2. Teaching English Speaking

Teaching English speaking is the process of helping students develop their ability to speak English fluently and confidently. It involves activities such as role-playing, retelling, and discussions that encourage students to use English for real communication. In this research, speaking is taught using Language Reactor to make learning more interactive and enjoyable.

3. Senior High School

Senior High School is the level of education for students aged around sixteen to eighteen years old. At this stage, English is taught as a foreign language to improve students' communication skills. This research was conducted in a senior high school setting where Language Reactor was used to support English speaking lessons.

CHAPTER II
LITERATURE REVIEW

The literature review will encompass pertinent theories applicable to the research, serving as a foundation for the examination and interpretation of the collected research data. The theories discussed will specifically relate to the variables under consideration in this study, tool named Language Reactor and Speaking Skills. Furthermore, this section will introduce a research framework presented in the format of a concept map.

2.1. Speaking

This point will explain the parts of writing which contain the definition of Speaking, parts of Speaking, and aspects of Speaking.

2.1.1. Definition of Speaking

Speaking is one of the most vital components of language proficiency and is often perceived as the primary skill by which a person's language ability is judged. It is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. As defined by Brown (2004), speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. This process is influenced by the context in which it occurs, the participants involved, and the purposes of communication.

Furthermore, Chaney and Burk (1998) describe speaking as "the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts." This highlight speaking not only as a linguistic activity but also as a social behavior that enables individuals to convey ideas, emotions, and intentions effectively.

Speaking is not merely the act of uttering words. It involves various linguistic competencies, including vocabulary, grammar, pronunciation, fluency, and discourse management. Goh and Burns (2012) emphasized that speaking requires learners to use the target language in real time, which makes it particularly challenging due to the need for immediate processing and production of language. Unlike reading or writing, speaking often allows little time for planning and editing, which requires a higher level of automaticity and confidence from learners.

In the context of language learning, especially in English as a Foreign Language (EFL) classrooms, speaking serves as both a goal and a medium of learning. Learners are not only expected to understand spoken English but also to produce it in a coherent and contextually appropriate manner. According to Richards (2008), the teaching of speaking is essential because it provides learners with opportunities to practice real-time communication and apply the language they have learned in meaningful situations.

Moreover, the CEFR (Common European Framework of Reference for Languages) considers speaking one of the two productive skills (along with writing), categorizing it into spoken production and spoken interaction. Spoken production involves delivering extended speech, such as storytelling or presentations, while spoken interaction refers to conversational exchanges requiring turn-taking, negotiation of meaning, and active listening (Council of Europe, 2020).

Technological development in the 21st century has reshaped how speaking is practiced and assessed in classrooms. With the rise of digital tools, students are no longer confined to classroom-based interactions but can engage in speaking

practice through apps, video-based tools, and virtual simulations. Derakhshan & Hassan (2021) observed that students who engaged in speaking tasks using digital platforms showed greater willingness to communicate and reduced anxiety compared to those using traditional methods.

Despite its importance, speaking remains a difficult skill for many learners, particularly in Indonesian senior high schools. According to Fauzi & Mahmudah (2023), many students struggle with speaking due to psychological barriers (such as fear of making mistakes), lack of exposure to English outside the classroom, and minimal practice opportunities. As a result, students often find it hard to develop fluency, confidence, and coherence in their speech.

2.1.2. Characteristics of Speaking Skill

Speaking, as a productive skill, has distinct characteristics that set it apart from other language skills such as reading and writing. It is characterized by spontaneity, interactivity, and immediacy, which require learners not only to master linguistic competence but also to manage social and psychological dynamics during communication. These characteristics play a crucial role in evaluating students' performance in speaking and determining the teaching strategies that best support oral language development.

According to Brown & Yule (1983), spoken language is typically characterized by its transient nature, meaning that it is not permanent or written down, and therefore cannot be easily revised or corrected like written text. Speakers must produce language in real time without the benefit of editing. As such, effective speaking requires a high degree of automaticity and the ability to respond quickly and appropriately in communicative situations.

Several core characteristics of speaking skills have been identified in language pedagogy literature. These include:

1. Fluency

Fluency refers to the ability to produce spoken language smoothly, rapidly, and with minimal hesitation. It is often associated with natural rhythm, appropriate pacing, and the ability to maintain conversation without undue effort or long pauses. Fluency emphasizes the flow of speech, and while minor errors may occur, they do not significantly impede communication.

According to Nation and Newton (2009), fluency development is supported by extensive exposure to spoken language and by activities that require learners to focus on meaning rather than form. They emphasize that learners should engage in meaning-focused output—that is, speaking tasks that simulate real-life communication rather than controlled language drills. Fluency is best achieved in a low-anxiety environment, where learners are encouraged to experiment with language without fear of making mistakes.

Recent studies reinforce this. Boonkit (2010) found that EFL learners who participated in repeated speaking tasks, such as storytelling and peer conversations, improved significantly in fluency. Furthermore, Derakhshan & Karimian (2021) highlight that digital speaking tools, such as subtitle-assisted video platforms, allow learners to imitate authentic speech patterns, contributing to rhythm and flow in oral production.

Fluency is not simply about speed. Tavakoli & Wright (2020) note that fluency also encompasses cognitive fluency (mental processing speed), utterance fluency (rate and smoothness of speech), and perceived fluency (how fluent a

speaker appears to others). Therefore, teachers should design speaking tasks that allow sufficient planning and rehearsal while maintaining communicative authenticity.

2. Accuracy

Accuracy, in contrast to fluency, focuses on the correctness of language usage, particularly in grammar, vocabulary choice, syntax, and pronunciation. While fluency allows for communicative ease, accuracy ensures that the language used is linguistically appropriate and precise.

Skehan (1998) describes accuracy as an essential part of language control. He suggests that fluency and accuracy operate in a trade-off relationship—that is, focusing too much on accuracy may hinder fluency, and vice versa. Therefore, effective speaking instruction must balance both elements. Teachers can achieve this by using task repetition, error correction strategies, and form-focused instruction embedded in communicative activities.

Ellis (2008) proposes that attention to form (accuracy) can occur both pre-task (planning) and post-task (feedback and reflection). Learners benefit from noticing their own errors and receiving corrective feedback to gradually internalize accurate forms. Wang (2022) adds that digital platforms which integrate real-time feedback—such as AI-based pronunciation or grammar checkers—support learners in achieving higher levels of linguistic accuracy.

Accuracy is particularly important for interlanguage stabilization, where learners form a more permanent internal grammar system. Teachers should scaffold instruction to ensure that learners gradually move from controlled to freer speaking tasks while maintaining language correctness.

3. Pronunciation

Pronunciation is the physical realization of speech sounds, encompassing segmental features (individual sounds/phonemes) and suprasegmental features (intonation, stress, rhythm). It is crucial for intelligibility—regardless of fluency or accuracy, poor pronunciation can make communication difficult or even incomprehensible.

Gilakjani & Sabouri (2016) argue that pronunciation is often overlooked in many EFL classrooms, yet it directly affects communication success. They advocate for explicit instruction, including phonetic training, minimal pairs practice, and pronunciation-focused listening exercises.

Celce-Murcia et al. (2010) emphasize that effective pronunciation teaching involves integrating it within communicative tasks rather than isolating it. They recommend techniques such as shadowing, drill chains, and controlled dialogues to develop muscle memory for correct sound production. Additionally, the use of technological tools—like Language Reactor—can be particularly helpful, as they allow learners to pause, repeat, and mimic native speaker speech in real time, fostering phonological awareness and practice.

Recent research by Yenkimaleki & van Heuven (2021) found that multimodal input—videos with subtitles, visual feedback on pitch, and real-time modeling—can significantly improve pronunciation in EFL learners by providing both auditory and visual cues.

4. Interaction

Interaction is a defining characteristic of spoken language. Unlike writing, speaking is typically dialogic, requiring real-time negotiation of meaning, turn-

taking, responding to cues, and adapting language to various social contexts. It encompasses skills such as initiating conversation, asking for clarification, maintaining topic coherence, and managing interpersonal relationships.

Richards (2008) emphasizes that interaction is central to communicative competence, which includes not just grammatical accuracy but also sociolinguistic appropriateness, discourse management, and strategic competence. He suggests that learners need structured opportunities to engage in two-way exchanges, such as interviews, debates, and role plays, which mimic authentic communication.

Bygate (1987) identifies two functions of speaking: transactional (exchanging information) and interactional (building social relations). Both require the speaker to process information quickly, respond appropriately, and adjust language based on feedback from the interlocutor.

Moreover, Walsh (2011) points out that interaction is not limited to verbal elements but includes paralinguistic features such as eye contact, gestures, and facial expressions. These contribute to successful communication and should be incorporated into classroom instruction.

In modern classrooms, especially with remote or digital instruction, interaction can be supported through tools like video conferencing, chat-based speaking tasks, and media platforms. Pratiwi & Nurhidayati (2024) found that using subtitle-enhanced video tools increased students' confidence in initiating and sustaining spoken interaction, particularly when paired with peer collaboration and teacher feedback.

2.1.3. Teaching Speaking in the EFL Classroom

Teaching speaking in the English as a Foreign Language (EFL) classroom is a complex endeavor that requires thoughtful planning, appropriate pedagogy, and a deep understanding of learners' needs. It involves more than simply getting students to talk—it entails creating opportunities for learners to develop fluency, accuracy, and communicative competence. In EFL contexts like Indonesia, where exposure to English outside the classroom is limited, the classroom becomes the central environment for developing oral skills. According to Richards (2008), teaching speaking should focus on helping learners produce language for functional purposes such as expressing opinions, negotiating meaning, and participating in discussions.

The goals of teaching speaking in the EFL classroom align with Communicative Language Teaching (CLT), which emphasizes real-life communication over rote memorization. Nunan (2003) advocates for instruction that develops both transactional and interactional speaking skills. However, Indonesian classrooms face various challenges, such as limited speaking time, large class sizes, exam-focused curricula, and students' reluctance to speak due to fear of making mistakes (Fauzi & Mahmudah, 2023). These conditions often lead to passive learning environments where speaking is underemphasized.

To overcome these challenges, teachers can employ strategies such as role-plays, storytelling, debates, and pair/group work. Harmer (2015) suggests these techniques encourage student interaction and promote communicative fluency. Moreover, the integration of digital tools like Language Reactor is proving increasingly effective. Pratiwi and Nurhidayati (2024) found that using media with

contextual and audiovisual input, such as subtitled videos, enhances learners' speaking confidence and motivation.

Teachers play a pivotal role as facilitators who not only provide linguistic input but also scaffold the learning process, manage classroom interaction, and deliver meaningful feedback. Walsh (2011) highlights that teacher discourse and interaction patterns greatly influence the amount and quality of learner talk in the classroom.

Ultimately, teaching speaking in the EFL classroom—particularly in senior high schools—requires adapting instruction to the realities of the classroom and leveraging tools like Language Reactor to provide students with access to authentic input, opportunities for practice, and increased exposure to natural spoken English. With proper support and innovative strategies, students can gradually build the confidence and competence needed for real-world communication.

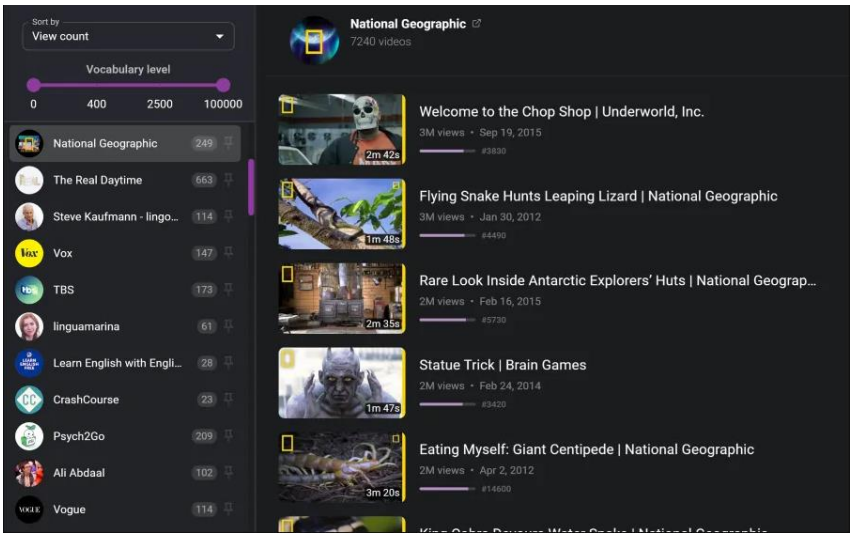
2.2. Language Reactor

Language Reactor is a free Chrome extension designed to support language learners by enhancing their experience when watching videos on platforms like YouTube and Netflix. It provides real-time learning tools that make spoken language input more comprehensible, interactive, and learner-friendly.

2.2.1. Definition of Language Reactor

Language Reactor is a browser-based digital learning tool that enables users to learn languages through interactive subtitles and transcript-based video input. Designed primarily as a Chrome and Firefox extension, Language Reactor integrates seamlessly with platforms such as YouTube, Netflix, and other video-streaming services, allowing users to view content with dual-language subtitles, click on words to view definitions, repeat segments, and build custom vocabulary

lists. It is especially popular among language learners who prefer authentic, audiovisual exposure to the target language.



Picture 1 Homepage

Language Reactor operates under the pedagogical premise that authentic and contextual input, when presented with scaffolding tools such as subtitles and translations, significantly enhances language acquisition. As emphasized by *Vanderplank (2016)*, watching subtitled videos can improve listening comprehension, vocabulary recognition, and even oral fluency. Language Reactor builds upon this foundation by offering learners multimodal, learner-controlled input, where they can pause, slow down, and interact with the target language in a dynamic context.

In addition to input processing, Language Reactor facilitates output-oriented learning, particularly in speaking. When paired with tasks like shadowing, retelling, or paraphrasing, students are not only passively consuming language but also practicing speech production. This supports the Output Hypothesis proposed by

Swain (2005), which states that learners benefit from opportunities to produce language and test their hypotheses about its use.

The application of Language Reactor in educational settings has been increasingly recognized. Pratiwi & Nurhidayati (2024) reported that using Language Reactor in EFL classrooms significantly improved students' engagement, especially in speaking-related tasks. The interactive nature of the tool allowed learners to practice pronunciation by mimicking native speakers and expand their vocabulary in context. Furthermore, the accessibility of popular media content in English (films, series, documentaries) made students more motivated and less anxious during speaking practice.

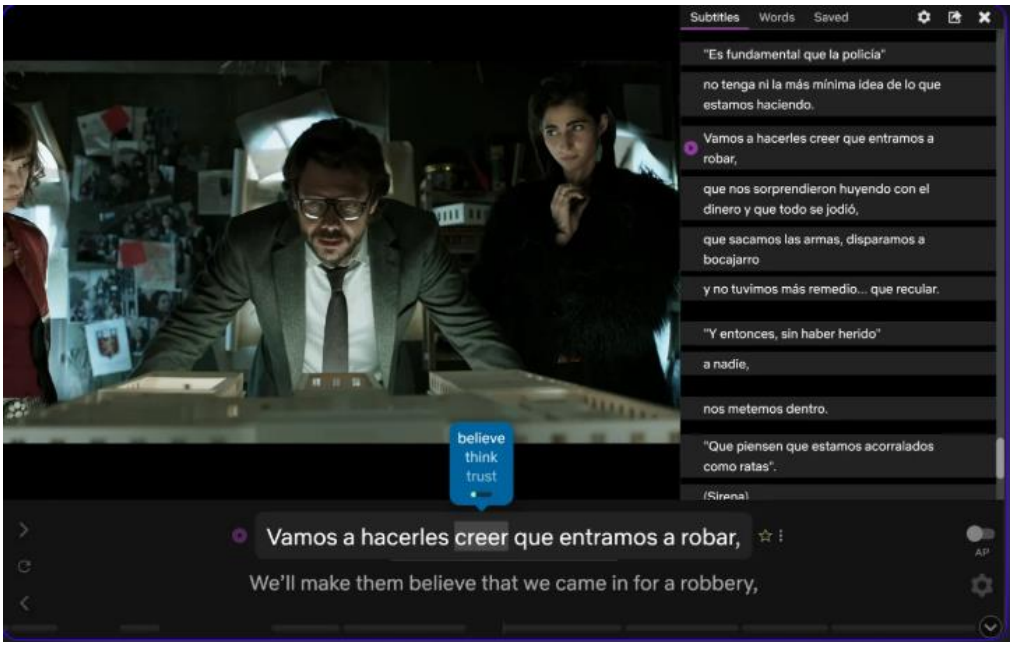
2.2.2. The Adventages of Language Reactor

There are several advantages to using Language Reactor as a media in teaching English speaking skills, especially in EFL classrooms like those in Indonesian senior high schools. These advantages include:

1) Exposure to authentic English input

Language Reactor provides access to real-life spoken English from videos on platforms like YouTube and Netflix. This allows students to hear how native speakers actually use the language in natural contexts, including informal expressions, idioms, pronunciation, and intonation. This kind of exposure is very

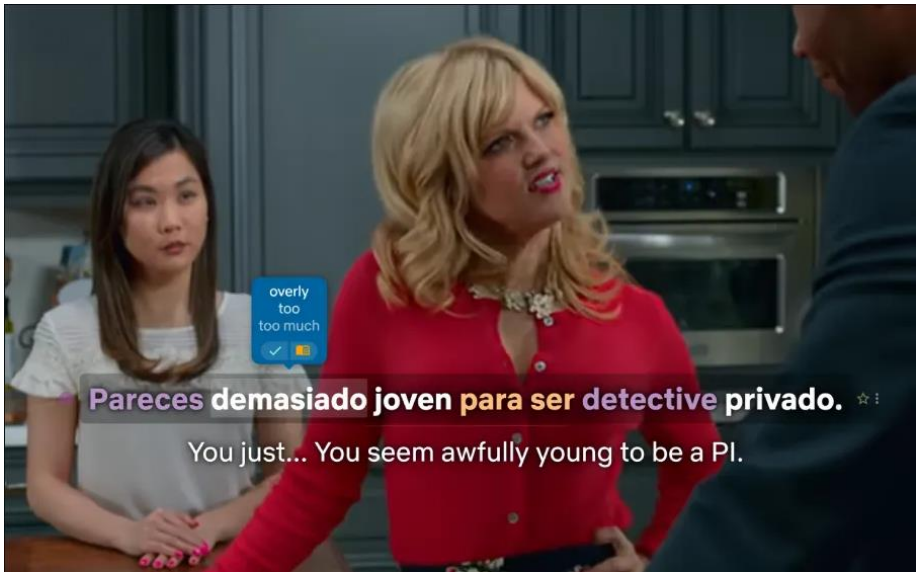
limited in traditional textbooks or scripted listening tasks and can enhance learners' listening comprehension and speaking fluency.



Picture 2 Authentic Content

2) Dual-language subtitles and real-time support

One of the most distinctive features of Language Reactor is the dual subtitles it provides — in both English and the learner's first language (e.g., Bahasa Indonesia). Students can click on unfamiliar words to see definitions, hear pronunciation, and save vocabulary. This provides real-time support that reduces confusion and boosts learner confidence while interacting with native-level content.



Picture 3 Dual Text Billingual

3) Improves pronunciation and speaking fluency

By replaying scenes and mimicking native speakers, students can practice their pronunciation, stress, and rhythm more effectively. This supports shadowing techniques, which have been shown to improve speaking fluency and reduce hesitation. The speed control and looping features allow students to repeat complex phrases at their own pace, making it easier to model and reproduce accurate speech.

Picture 4 Playback Control

4) Accessible and user-friendly

Language Reactor is free, requires no subscription, and only needs a browser and internet connection. Its interface is simple and intuitive, making it easy for both teachers and students to use. This makes it a practical tool in both high-resource and low-resource school environments.

2.2.3. The Disadvantages of Language Reactor

Despite its many strengths, the use of Language Reactor in EFL classrooms is not without limitations. Some drawbacks must be acknowledged to ensure its implementation is done thoughtfully and effectively. These disadvantages include:

1) Internet dependency and device limitations

Language Reactor requires a stable internet connection and a compatible device (usually a laptop or desktop with a Chrome or Firefox browser). In many Indonesian senior high schools, especially in rural areas, internet infrastructure is still unreliable. This makes it difficult to apply the tool consistently in all classrooms.

2) Limited availability on mobile devices

Currently, Language Reactor does not work well on mobile devices, particularly Android smartphones, which are the most commonly used gadgets by students in Indonesia. This limits student accessibility outside the computer lab and may reduce their ability to practice independently at home or during their free time.

3) Lack of teacher control and monitoring features

Unlike many classroom-focused learning platforms, Language Reactor does not provide built-in tools for teachers to track student progress, monitor

engagement, or assign tasks within the app itself. Teachers must rely on external tools or manual observation, which may be impractical in large classes.

2.3. The Teaching of Speaking Using Language Reactor

Language Reactor can be an effective tool for teachers who wish to implement technology-based learning in the speaking classroom, especially in the context of teaching English as a Foreign Language (EFL) in senior high schools. As the name suggests, Language Reactor supports real-time interaction with language through subtitled videos, transcripts, and vocabulary-building features. It is particularly useful in developing speaking fluency and listening comprehension because it allows students to observe, mimic, and interact with authentic English conversations in audiovisual media.

Furthermore, Language Reactor creates a multimodal learning environment, combining listening, reading, and speaking elements. By providing bilingual subtitles, transcript navigation, word translations, and slow-playback controls, it addresses both the input and output stages of language acquisition. In speaking classes, teachers can utilize it not only for passive exposure but also for active language production tasks such as summarizing videos, role-playing dialogues, shadowing native speakers, and vocabulary-based oral practice. Its user-friendly design and accessibility make it suitable for classroom implementation even among novice users.

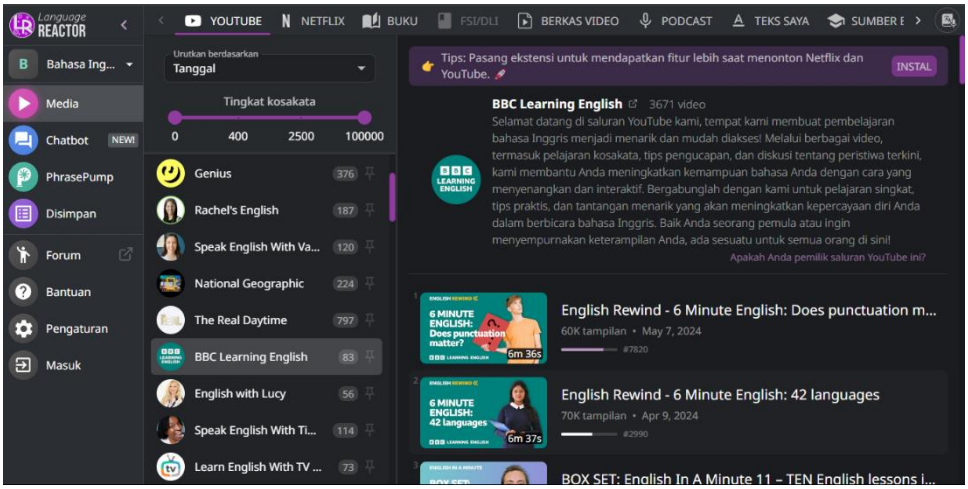
2.3.1. Strategy of Using Language Reactor in Speaking Class

Teachers can apply various strategies when using Language Reactor to enhance students' speaking competence. These strategies can be adapted to suit different speaking levels, class sizes, and lesson objectives. One effective model is combining input-based learning with output-based tasks, grounded in Krashen's

Input Hypothesis and Swain's Output Hypothesis. Below are suggested steps and strategies for teachers:

1) Video Selection and Preparation

Before class, the teacher selects an appropriate YouTube or Netflix video that is rich in conversational English and suitable for the students' level. It should be short (1–5 minutes), contextually interesting, and ideally related to the topic being studied in class. Topics such as daily activities, travel, or teen life are recommended. The teacher activates the Language Reactor extension to display dual subtitles (English + Indonesian).



Picture 5 Choosing English Course

2) Pre-speaking Phase (Comprehension and Vocabulary)

To begin the lesson, students first go through a pre-speaking phase focused on comprehension and vocabulary building. In this stage, students watch a selected video using Language Reactor, which provides interactive subtitles and transcript access. As they engage with the video, the teacher instructs students to identify unfamiliar vocabulary using the click-to-translate feature, allowing them to quickly access definitions and pronunciation support. These new words are then saved

collectively and discussed as a class to ensure understanding. To reinforce language acquisition, students are encouraged to repeat key phrases from the video using the shadowing technique, which strengthens their pronunciation, intonation, and rhythm, while also building speaking confidence.

Picture 6 Watching English Content

3) Speaking Practice (Role Play or Retelling)

After students have grasped the vocabulary and practiced listening, they transition into the speaking practice phase. In this step, students are asked to either retell the content of the video using their own words or reenact a dialogue based on the transcript provided by Language Reactor. These speaking activities aim to transform input into productive output, reinforcing both comprehension and fluency. Students may work individually, in pairs, or small groups, depending on class size and time allocation. Each group presents their version orally to the class. To foster collaborative storytelling, the teacher may implement a Round Robin technique, where students take turns contributing one sentence at a time to build a

cohesive retelling. This phase promotes interaction, creativity, and a deeper connection with the material.

4) Feedback and Correction

Following the speaking practice, the teacher provides students with immediate feedback and correction to refine their speaking performance. This phase is essential for helping learners recognize areas where improvement is needed while reinforcing successful aspects of their speech. Feedback focuses on pronunciation, fluency, and grammar, ensuring that students develop accuracy alongside confidence. The teacher uses a positive reinforcement approach, highlighting student strengths first and gently correcting errors. This supportive feedback mechanism encourages students to take risks in speaking, fosters resilience, and helps build a classroom culture where mistakes are viewed as part of the learning process.

2.4. Previous Study

To better understand the implementation of Language Reactor in English language instruction, this study is supported by several previous investigations that explored its use in enhancing students' language skills, particularly in the domains of vocabulary and speaking in EFL contexts. Three recent studies by Aydın Yıldız, Karanfil, and Zengin (2025), Fakhrurriana and Nasrullah (2023), and Nasrullah and Aini (2024) offer valuable insights into the tool's educational potential, instructional applications, and learner perceptions.

Aydın Yıldız et al. (2025) conducted an in-depth study titled "Exploring the Role of Language Reactor in English Language Learning: A Metaphor Analysis of Student Perceptions." This research examined how undergraduate students from an

English Language and Literature program perceived the use of Language Reactor when learning English through video-based content on platforms such as Netflix and YouTube. Utilizing metaphor analysis and MAXQDA software, the researchers identified four primary metaphorical themes: learning facilitation, guidance and support, knowledge development, and tool accessibility. Participants described Language Reactor using metaphors such as “a guiding light,” “a calculator,” “a friend,” and “a compass,” reflecting the role of the tool as a learning companion. The findings highlight that students appreciated Language Reactor’s interactive features, including dual subtitles, instant word translation, vocabulary highlighting, and its ability to provide authentic content. The study draws theoretical support from Paivio’s Dual Coding Theory (2014), Sweller’s Cognitive Load Theory (1988), and Krashen’s Input Hypothesis (1985), and concludes that Language Reactor not only facilitates vocabulary growth and comprehension but also promotes self-directed learning. However, the researchers caution that excessive on-screen input may increase cognitive load, suggesting the need for appropriate scaffolding during classroom integration.

In a related conceptual study, Fakhrurriana and Nasrullah (2023), in their paper titled “A New Concept of Teaching Vocabulary in EFL Classroom by Utilizing Language Reactor Toolbox on Chrome Extension,” developed a practical framework for vocabulary instruction using Language Reactor in Indonesian EFL settings. The proposed six-step model includes assessing students’ vocabulary level, selecting suitable videos, utilizing the dual subtitle and pop-up dictionary features, and reinforcing pronunciation and contextual word usage. This structured approach aims to make vocabulary learning more engaging, reduce learner

boredom, and offer access to real-life language input. The study emphasizes the benefits of multimodal learning, autonomy, and contextualized input while also acknowledging certain limitations, such as teachers' need for preparation time and familiarity with digital tools. The authors also reference the findings of Dizon and Thanyawatpokin (2021), which demonstrated that the use of dual subtitles significantly improved learners' vocabulary acquisition and listening comprehension compared to monolingual captions.

Complementing these studies, Nasrullah and Aini (2024) conducted an applied classroom-based project titled "TED-Talk through Language Reactor in Enriching Students' English Vocabulary for University Level," focusing on the integration of Language Reactor in vocabulary instruction using TED Talks. This research revealed that the use of TED Talks, known for their academic register and diverse topics, when paired with Language Reactor, provided a powerful vocabulary-learning experience. Students engaged in activities such as identifying key terms, paraphrasing, discussing meaning in context, and completing oral tasks based on video content. The study found that this method increased students' engagement, vocabulary retention, and motivation. The authors concluded that the integration of Language Reactor allowed learners to not only comprehend academic texts better but also apply newly acquired vocabulary in speaking contexts, thus bridging the gap between receptive and productive skills.

Collectively, these studies highlight the pedagogical potential of Language Reactor as a dynamic and learner-centered tool that supports vocabulary development and contextual language acquisition. Each study reinforces the value of integrating authentic, audiovisual content into the EFL classroom to promote

both incidental and intentional learning (Schmitt, 2008; Teng, 2022). They also align with the principles of multimodal learning, in which simultaneous visual, auditory, and textual input enhances cognitive engagement and memory retention (Muñoz et al., 2022; Nasrullah & Aini, 2024).

While these previous studies provide strong evidence for the effectiveness of Language Reactor in developing vocabulary skills, particularly at the university level, the present study seeks to address a different dimension—its use in enhancing English speaking skills among senior high school students. Specifically, this research explores how Language Reactor supports speaking practice through input-based learning, vocabulary development, and structured classroom interaction. Additionally, it examines the role of teacher strategies, student participation, and classroom management in ensuring successful implementation. By doing so, this study contributes new empirical insights to the growing body of literature on the integration of digital tools in communicative language teaching within Indonesian EFL classrooms.

CHAPTER III
RESEARCH METHODOLOGY

In this section explains the research design, subject of the research, research instrument, data collection technique, and data analysis in this research.

3.1. Research Design

This research focuses on obtaining in-depth information regarding the implementation of Language Reactor as a media for teaching English speaking skills at a senior high school. Specifically, the researcher employs a qualitative research method to describe the teaching process, the teacher's role, the students' responses, and the overall effectiveness of using Language Reactor in speaking activities. As explained by Adeniran and Tayo (2024), the essence of any research lies in the clarity of its methodology, which enables the replication and validation of findings across similar contexts. Qualitative research emphasizes understanding human behavior and social phenomena within their natural setting, rather than testing hypotheses or generalizing results. According to Creswell (2014), qualitative research design can take several forms, such as narrative research, ethnography, grounded theory, case study, and phenomenological study. Among these, the research presented here adopts a case study design, which is most suitable for exploring events, processes, and interactions as they occur in real-life educational settings.

The case study approach enables the researcher to examine in detail how Language Reactor is integrated into classroom practice, how it influences students' speaking performance, and what challenges or successes are encountered during its implementation. The participants in this case include both the English teacher who leads the instruction and the students who engage with the media. The researcher

serves as a non-participant observer, aiming to maintain the natural flow of classroom activities while collecting rich descriptive data for analysis. Furthermore, the case study design allows the researcher to investigate not only what happens, but also why it happens, by considering the context, classroom dynamics, and participants' perspectives. It also supports triangulation, enabling the combination of data from observations, interviews, and documentation to ensure credibility and depth in the findings. Through this design, the research aims to provide a comprehensive and holistic understanding of the use of Language Reactor in teaching speaking in an actual Indonesian senior high school setting.

3.2. Subject of the Research

As previously explained, this research focuses on the implementation of Language Reactor in an English speaking class at the senior high school level. For that purpose, the researcher chooses one senior high school in Daarul Ukhuwwah Pakis, Malang as the main subject of this research. This school, while not categorized as a top-performing school in the province, provides a natural and realistic learning environment where the integration of digital tools like Language Reactor is still relatively new and uncommon. This condition allows the research to observe the use of educational technology in its most authentic form.

The main reason why the researcher selected this school as the research subject is because there is an English teacher who has started experimenting with Language Reactor as a supplementary tool in teaching speaking. This presents a valuable opportunity to observe and document how a tool like Language Reactor is implemented in a real classroom setting, how the teacher manages its use, and how students respond to this new approach. In addition, the students in this school are considered well-disciplined and adaptable. According to the teacher's statement

during initial discussions, students are accustomed to following classroom instructions and respond positively to new learning media. This makes them a suitable subject for studying technology-supported speaking instruction**.** The class selected for this research is a group of 11th-grade students A class, who are at a stage of language learning where they are expected to actively produce and communicate ideas in English. Based on the national curriculum, this level requires students to develop interactional and transactional communication skills in both formal and informal settings.

The age range of these students, typically between 16–17 years old, also places them in a developmental phase where abstract thinking and critical reasoning become more prominent. As noted by Sriyanto & Sutrisno (2022), this phase is a transitional period where learners shift from understanding basic concepts in their native language to being able to absorb content in a foreign language. They further state that this developmental pattern is progressive and cumulative, meaning that the cognitive and linguistic abilities developed at this stage become essential for future learning. Therefore, choosing this grade level is appropriate for observing how students process, interact with, and apply new language input delivered through media like Language Reactor.

3.3. Research Instrument

In order to collect reliable and relevant data, a research instrument is needed to support and strengthen this study. Furthermore, the instruments used in this research will also serve as evidence that the research has been conducted properly and provides authentic findings. As explained by Brimingham & Wilkinson (2003), research instruments function in three ways. The first is researcher-led, in which the researcher fully controls the questions, order, and responses. The second is

participant-led, which allows participants to respond freely and shape the process of data collection. The third type is mixed-led, where control is shared between researcher and participants depending on the context.

This research applies a qualitative method, and therefore relies heavily on instruments that are context-sensitive and suitable for natural settings. Muzari et al. (2022) stated that common instruments in qualitative research include observation, interview, focus group, and documentation analysis. In a qualitative design, the setting itself becomes the source of data, and the goal is to understand real-life classroom experiences, challenges, and practices as they naturally occur.

Therefore, this research used three primary instruments: observation, interview, and documentation. These instruments were carefully developed and adapted from existing frameworks used in similar qualitative studies on classroom technology integration. The observation sheet and interview guide were adapted from previous research instruments used by Fawzi & Mah (2023) and Sukawati (2023), with modifications to suit the context of implementing Language Reactor as a speaking media in a senior high school setting. The adaptation process involved adjusting the indicators and questions to align with the objectives of this study, particularly focusing on how the teacher applies the media, how students engage during the lesson, and what challenges occur in the classroom.

Before the instruments were used, they underwent a validation process by an expert in English language teaching and educational research methodology. The validator reviewed the instruments for content validity, ensuring that the indicators, statements, and questions accurately reflected the study's objectives and were appropriate for classroom conditions. Minor revisions were made based on the

feedback, such as clarifying wording and refining categories in the observation checklist. The final versions of the instruments were then approved and used during data collection.

3.3.1. Observation

The observation was conducted in one session during a regular classroom activity on November 23, 2025, in an 11th-grade English class at a senior high school located in Pakis, Malang. This stage aimed to capture the real classroom situation during the implementation of Language Reactor in teaching speaking. The researcher acted as a non-participant observer, carefully observing how the teacher integrated the tool into the lesson and how students interacted with it throughout the learning process. During the session, the researcher recorded detailed notes on the instructional steps taken by the teacher, students' engagement, classroom dynamics, encountered obstacles, and both the positive and negative impacts of using Language Reactor in speaking activities. An observation rubric checklist and field notes were employed to systematically organize the findings, ensuring that all relevant aspects of the teaching and learning process were accurately documented.

3.3.2. Interview

Following the classroom observation, interviews were conducted with both the English teacher and several selected students to obtain deeper insights into their experiences using Language Reactor during speaking lessons. The interviews took place on November 23, 2025, immediately after the classroom implementation. The purpose of this stage was to explore the perceptions, challenges, and benefits felt by both the teacher and students regarding the integration of Language Reactor as a teaching medium. The interviews were structured, meaning that each respondent was asked the same set of predetermined questions to ensure consistency and

comparability of responses. As explained by Sukawati (2023), structured interviews are efficient for collecting systematic data while allowing participants to express their thoughts clearly within a controlled framework. The interviews were conducted in Indonesian to ensure that all participants could express their ideas and experiences freely without language barriers. Since the students were not fully confident in using English for extended communication, using their native language allowed for more accurate, natural, and detailed responses. This approach also minimized the possibility of misinterpretation and helped the researcher gain authentic insights into the participants' real opinions about the implementation process.

3.3.3. Documentation

As a supplementary research instrument, documentation was used to support and strengthen the data obtained from observation and interviews. The materials collected include written records, photographs of classroom activities, screenshots of Language Reactor usage, student worksheets, and lesson plans (RPP) related to the speaking lesson. In addition, audio and video recordings of both classroom sessions and interviews were gathered as tangible evidence of the learning process. These documentation materials provided valuable support in verifying the authenticity of the findings and allowed the researcher to reanalyze specific classroom moments, particularly those involving students' speaking performance and interaction with the media. The use of documentation helped enhance the credibility, reliability, and triangulation of the research, ensuring that all interpretations were grounded in concrete and observable data sources.

3.4. Data Collection

In this section, the researcher will collect data through observation**,** two-step interviews**,** and documentation. These techniques are selected to ensure that the research findings are comprehensive, authentic, and based on real classroom experiences during the implementation of Language Reactor in an English speaking class. The data will be collected from both the teacher and students in a natural setting to observe their reactions, behavior, and interaction with the media. The first step of data collection is classroom observation, which will be conducted in the 11th grade of Daarul Ukhuwwah senior high school in Pakis, Malang. The researcher will attend at least one to two sessions where the teacher uses Language Reactor during a speaking lesson. The purpose of this observation is to understand the teaching and learning process, including the strategies used by the teacher, the students' engagement level, and any difficulties or improvements experienced during the session. The researcher will focus on how the teacher integrates Language Reactor into the lesson plan, how students react to watching videos with subtitles, and how speaking tasks are performed after using the tool.

The second method of data collection is through interviews, which will be carried out in two stages. The first is a pre-implementation interview, conducted with both the English teacher and several students. This stage aims to find out how speaking instruction is usually conducted without the use of technological tools like Language Reactor, and how students generally feel about speaking English in class. For the teacher, the questions will explore previous methods, challenges faced in teaching speaking, and expectations from using Language Reactor. The second stage is the post-implementation interview, conducted after the classroom implementation. In this step, students will be asked about their experiences**,**

challenges**,** and opinions after learning with Language Reactor. The interview aims to reveal whether the tool helped improve their confidence and speaking ability. The teacher will also be asked to reflect on how Language Reactor affected the classroom atmosphere, student motivation, and the practicality of using it regularly.

The final data collection technique is documentation, which includes both paper-based and digital materials**.** Documentation will be collected during the observation and interview stages. This includes screenshots of Language Reactor in use, teacher lesson plans, speaking worksheets, and audio or video recordings of the classroom activities. The documentation also captures students' facial expressions, body language, and overall behavior during the lesson, which helps the researcher analyze whether the students were engaged or struggling with the tool.

3.5. Data Analysis

In this study, the researcher analyzed the collected data using the qualitative interactive model proposed by Miles, Huberman, and Saldaña (2014). This model involves a continuous process of collecting, organizing, and interpreting data to find meaningful patterns and insights. Since this research is a case study on the use of Language Reactor in teaching English speaking, the analysis focused on how the tool affected teaching activities, student participation, and speaking improvement. Following Adeniran & Tayo (2024), the researcher observed the classroom directly, conducted interviews, and collected documentation such as screenshots, photos, and lesson plans. All of these data were analyzed through three main stages: data reduction, data display, and conclusion drawing or verification.

1. Data Reduction

In this stage, the researcher selected, simplified, and organized data from classroom observations, interview transcripts, and documentation notes. The reduction process focused on identifying relevant aspects of the implementation process, such as the teacher's instructional strategies, students' responses during speaking activities, and the challenges or benefits experienced when using Language Reactor. This process helped the researcher eliminate unrelated information and concentrate on the data that directly supported the research questions.

2. Data Display

After reduction, the data were organized and presented systematically to highlight patterns and relationships. The information was arranged in narrative form supported by observation records, quotations from interviews, and visual evidence from documentation. This presentation allowed the researcher to clearly describe the stages of implementation planning, execution, and evaluation and to illustrate how Language Reactor contributed to students' engagement and language development.

3. Conclusion

The final stage involved interpreting the analyzed data to draw conclusions related to the research question: "How is the implementation of Language Reactor as a media for teaching English speaking at senior high school?" The researcher summarized findings about the effectiveness of the tool, its role in enhancing speaking skills, and the challenges encountered during classroom application. The

conclusions were verified by cross-checking with field notes, interview transcripts, and documentation to ensure data credibility and consistency.

3.6. Data Validity

To ensure the validity of the data in this research, the researcher applies the method of data triangulation. Data triangulation involves collecting data from multiple sources and comparing them to confirm the consistency, accuracy, and credibility of the findings. In this study, the triangulation includes input from the teacher**,** the students, and the researcher as an observer**,** allowing the researcher to view the research object from various perspectives. Data triangulation acts as a strengthening mechanism for the research process by exposing any contradictions, confirming consistent patterns, and validating the conclusions through different viewpoints. According to Patton (2002), triangulation increases confidence in research findings by cross-verifying data obtained through multiple methods and sources.

In the context of this study, data will be collected through classroom observation**,** interviews with both the teacher and students**,** and documentation, such as photos, videos, transcripts, and worksheets. By observing the real-time classroom implementation of Language Reactor, interviewing participants about their experiences, and collecting supplementary documentation, the researcher can cross-check and verify the consistency of the information obtained. For instance, if students claim in interviews that Language Reactor helped improve their speaking fluency, the researcher will compare this statement with observational notes and video recordings to verify whether students truly demonstrated more confidence and engagement in speaking activities during class. Similarly, the teacher's

reflections will be matched with classroom behavior to identify whether the teaching strategies aligned with the stated goals and outcomes.

This multi-perspective approach ensures that the findings presented in the research are not based on a single biased account, but are instead supported by converging evidence from various sources. By using triangulation, the researcher strengthens the credibility, reliability, and objectivity of the study. This is particularly important in qualitative case study research, where the context and interaction patterns play a significant role in shaping the results.

CHAPTER IV
FINDINGS AND DISCUSSION

This chapter consists the findings and discussion of the implementation of Language Reactor Tool as a media for teaching English Speaking at senior high school.

4.1. Findings

This research presents the findings obtained from classroom observations, teacher and student interviews, and supporting documentation related to the implementation of Language Reactor as a media for teaching English speaking at the senior high school level. These findings aim to provide a comprehensive overview of how the teaching and learning process was conducted, how students participated in speaking activities using the tool, and what challenges and advantages emerged throughout the implementation. The data were collected during a series of classroom sessions where Language Reactor was integrated into English speaking lessons, focusing on students' engagement, interaction, and language performance. This section is limited to describing the real conditions observed in the field and the factual results obtained from the research instruments, while deeper interpretation and theoretical analysis are presented in the following discussion section.

4.1.1 The Implementation of Language Reactor in Teaching Speaking

Implementing the Language Reactor application in teaching speaking at a senior high school is one of the innovative steps taken by an English teacher (T) to make the learning process more engaging, authentic, and interactive. Language Reactor, a browser extension compatible with platforms such as YouTube and

Netflix, allows students to watch videos with dual subtitles, view instant translations, and replay sentences. The teacher chose this tool because it provides authentic English input that reflects real communication, enabling students to learn pronunciation, vocabulary, and fluency through contextual exposure. This innovation aligns with the needs of today's digital-native students who are already familiar with online media and visual-based learning environments.

The teacher explained that the use of Language Reactor brought a refreshing change to the classroom atmosphere and helped increase students' motivation and confidence in speaking. He stated,

"When students watch real English conversations using subtitles, they seem more curious and excited. They even try to imitate the pronunciation from the videos and ask about new words they find" (T, interview, November 23, 2025).

This statement shows that although traditional methods such as dialogue practice and pair conversation are still applied, the integration of Language Reactor provides a modern variation that makes the speaking class more meaningful and engaging. The presence of real-life dialogues, native intonation, and visual context allows students to connect language use with its actual communicative purpose.

In this implementation, Language Reactor was primarily used to enhance students' speaking fluency and pronunciation, particularly by providing exposure to natural speech patterns and vocabulary in authentic contexts. The teacher used it as a supporting tool for listening and speaking lessons, where students watched short English videos such as interviews, travel vlogs, or movie clips and analyzed the expressions used by native speakers. The lesson was designed to help students

identify useful phrases, understand pronunciation and intonation, and reproduce them through speaking tasks. As the teacher mentioned:

"In the beginning, I guide them to watch short clips and highlight key phrases using Language Reactor. After that, we discuss the meaning and let them repeat or act out the dialogue." (T, interview, November 23, 2025).

This indicates that the learning process is carried out in a structured and supportive manner, allowing students to gradually build their confidence in speaking English. The teacher combines technological media with scaffolding strategies, beginning from comprehension activities, moving to guided practice, and finally toward independent speaking production.

Language Reactor is also used as part of pre-speaking and while-speaking stages. During the pre-speaking phase, students are introduced to the topic and vocabulary through selected videos. The teacher encourages them to identify unfamiliar words using the click-to-translate feature and discuss the meanings collectively. In the while-speaking phase, students practice shadowing repeating key sentences while listening to internalize pronunciation and rhythm. This activity creates an interactive environment where learners imitate and produce language naturally.

The teacher also explained that she often divides students into small discussion groups to encourage collaborative speaking. After watching the video, each group is asked to retell or role-play the content using the phrases and expressions they have learned. This method not only develops oral fluency but also fosters cooperation and communicative competence among students. As one student shared during the interview,

"It's easier for me to speak when I already know what to say from the video. The subtitles help me understand the meaning, and I can try to speak like the characters." (S1, interview, November 23, 2025).

This illustrates that the use of Language Reactor enables learners to bridge the gap between passive listening and active speaking by providing contextualized input and opportunities for immediate application.

In terms of assessment, the teacher conducted informal evaluations through oral performance and participation rather than written tests. The evaluation focused on students' fluency, pronunciation, and vocabulary use. The teacher stated,

"I observe how confidently they speak and whether they can express their ideas clearly. I don't expect perfect grammar, but I want them to communicate naturally." (T, interview, November 23, 2025).

Such assessment reflects the principles of Communicative Language Teaching (CLT), emphasizing meaning and communication over grammatical perfection. The teacher also provided direct feedback after each activity to help students reflect on their progress and correct mispronunciations.

However, the implementation of Language Reactor was not without challenges. The teacher admitted that technical issues such as internet instability and limited devices occasionally hindered the process. He stated,

"Sometimes the internet connection is slow, and not all students bring laptops. So, I usually pair them up to share one device or use my screen for class viewing." (T, interview, November 23, 2025).

This statement shows that while the pedagogical impact of Language Reactor is positive, the practical implementation depends greatly on infrastructure

readiness and classroom management. Despite these obstacles, the teacher's adaptability such as using shared devices or pre-downloaded videos ensured that learning continued effectively.

Overall, the implementation of Language Reactor in the speaking class at the senior high school successfully transformed a traditional speaking session into a dynamic, technology-driven learning experience. The tool provided students with authentic language input, supported interactive speaking practice, and increased their motivation to learn English. This practice illustrates how technological integration, when guided by appropriate pedagogy, can create a more engaging and effective environment for language learning.

4.1.2 Students' Responses toward the Use of Language Reactor

Students' responses toward the implementation of Language Reactor in speaking classes at the senior high school were generally positive and enthusiastic. Based on classroom observations, interviews, and documentation, most students expressed that the use of this digital tool made learning English more interesting, engaging, and easier to understand. The integration of real videos and bilingual subtitles gave students a sense of authenticity in learning, helping them see how English is used in real contexts. Many students admitted that the conventional method, which mainly relied on textbooks and drills, often made them anxious or bored, while Language Reactor introduced a refreshing and motivating way to practice speaking.

One student explained,

"Usually, I am nervous when the teacher asks me to speak English, but when I watch videos using Language Reactor, it feels easier because I know how native speakers talk and I can copy them, "(S1, interview, November 23, 2025).

This statement illustrates that the visual and auditory combination provided by Language Reactor helped students reduce anxiety and gain confidence in using English orally. The ability to replay dialogues and check instant translations allowed learners to process information at their own pace, thereby supporting Krashen's (1982) concept of comprehensible input and lowering the affective filter in second language acquisition.

Furthermore, several students mentioned that the application not only improved their pronunciation and fluency but also expanded their vocabulary knowledge. By observing real conversations, students encountered new expressions and idioms that were rarely found in the textbook. One student remarked,

"When I watch with subtitles, I can learn new words directly and know how to say them. Sometimes, I even use the words when I speak with my friends in class," (S2, interview, November 23, 2025).

This comment reflects how contextual vocabulary learning through authentic materials helped students connect language use to everyday communication. The visual context provided by the videos also enhanced comprehension, supporting Mayer's (2009) Multimodal Learning Theory, which suggests that combining visual and auditory input improves retention and understanding.

During classroom observations, it was also found that students became more active and collaborative during Language Reactor-based speaking activities. When

working in pairs or groups, they eagerly discussed meanings, compared pronunciations, and practiced short dialogues from the videos. Some students even competed playfully to imitate native speakers' intonation and expressions. This lively atmosphere indicated that the use of digital media transformed a typically quiet classroom into an interactive space where students felt more comfortable expressing themselves.

One student shared,

"When I work with my group, we help each other. If I don't know how to pronounce something, my friend will correct me. We practice together and it's fun," (S3, interview, November 23, 2025).

Such peer collaboration aligns with the principles of Communicative Language Teaching (CLT), which promotes learning through interaction and negotiation of meaning. Students did not just learn passively from the video but actively engaged in constructing their own spoken output, reflecting a communicative and student-centered learning environment.

However, despite these positive experiences, a few students reported minor difficulties during the implementation. Some mentioned that internet instability occasionally interrupted video playback, while others admitted feeling distracted by visual elements. One student commented,

"Sometimes the internet is slow, so the video stops, and it makes me lose focus. But I still like using it because it's more fun than just reading the book," (S4, interview, November 23, 2025).

These challenges, although technical, did not significantly reduce students' enthusiasm for the activity. Instead, many expressed a desire to use Language

Reactor more frequently, both inside and outside the classroom. Several students stated that they even continued watching English videos with the application at home, suggesting that it encouraged independent learning and self-motivation.

Overall, students perceived the use of Language Reactor as a valuable and enjoyable learning experience. It provided them with authentic exposure to spoken English, increased their confidence in speaking, and fostered collaboration among peers. The combination of multimedia input and interactive practice contributed to a more meaningful and engaging speaking class. These findings demonstrate that Language Reactor can effectively bridge the gap between students' passive listening and active speaking skills, creating a low-anxiety and high-engagement environment that supports both linguistic and affective development.

4.1.3 Teacher's Challenges and Strategies in Using Language Reactor

While the implementation of Language Reactor in the speaking class showed many positive outcomes, several challenges were also encountered during the process. These challenges were both technical and pedagogical in nature and required the teacher to employ various strategies to ensure that the learning process continued effectively. Based on interviews and classroom observations, it was found that the main issues involved internet connectivity, device availability, students' uneven digital literacy, and time management during classroom sessions.

The teacher explained that one of the most common obstacles was unstable internet connection. Since Language Reactor is a browser-based extension that relies on streaming videos from platforms such as YouTube, poor connectivity often disrupted playback or caused delays. The teacher stated,

"Sometimes the internet is slow, and the video doesn't load properly. It makes the class take longer because students have to wait or repeat the video," (T, interview, November 23, 2025).

This challenge affected the flow of activities, particularly when students needed to replay videos to practice pronunciation or analyze specific dialogues. To overcome this, the teacher prepared backup materials in the form of pre-downloaded videos and screenshots of key subtitles to be used when the internet connection failed. This preventive measure allowed the learning to continue smoothly and reduced downtime during lessons.

Another major challenge was the limited number of devices available for students. Not all students owned laptops, and using mobile phones was not always convenient due to smaller screens and limited functions. As a solution, the teacher encouraged students to work collaboratively in pairs or small groups, sharing one device per group. She mentioned,

"Not all students bring laptops, so I usually divide them into groups. It actually helps because they can discuss together and support each other when using the app," (T, interview, November 23, 2025).

Interestingly, this adaptation not only solved the device issue but also supported peer learning. Students became more interactive, discussing word meanings and pronunciation together, which aligns with Vygotsky's sociocultural theory emphasizing the importance of social interaction and collaboration in learning.

In addition to technical problems, the teacher also faced challenges related to time management. Because Language Reactor activities involve multiple steps—

watching, translating, repeating, and speaking practice—the teacher found it difficult to complete all stages within one class period. She explained,

"One meeting is only 90 minutes, and sometimes it's not enough. I have to divide the lesson into two meetings—first for watching and vocabulary, and second for speaking practice," (T, interview, November 23, 2025).

To address this, the teacher reorganized her lesson plan and integrated blended learning principles, allowing students to continue watching and exploring videos at home as preparation for the next class. This approach not only optimized classroom time but also encouraged autonomous learning, as students engaged with English outside school hours.

Pedagogically, the teacher admitted that maintaining students' focus during digital activities was also a challenge. Since videos could be entertaining, some students were initially more interested in watching than practicing speaking. To overcome this, the teacher implemented task-based strategies, assigning specific speaking tasks related to each video, such as retelling the dialogue, summarizing key points, or performing short role-plays. These structured tasks helped maintain focus and ensured that students' interaction with the media remained purposeful.

The teacher also used positive reinforcement and scaffolding techniques to support students who were shy or less confident. For instance, she encouraged hesitant students by asking them to start with short sentences or by letting them practice in smaller groups before speaking in front of the class. She commented,

"Some students are afraid of making mistakes, so I tell them it's okay to be wrong. I ask them to practice in small groups first, then share with the class when they're ready," (T, interview, November 23, 2025).

This approach aligns with Krashen's Affective Filter Hypothesis, which suggests that lowering anxiety and creating a supportive atmosphere can facilitate better language acquisition. By providing encouragement and a non-threatening environment, the teacher helped students build confidence and gradually improve their oral performance.

Overall, the teacher demonstrated strong adaptability and creativity in managing both technical and pedagogical challenges. Through collaborative learning arrangements, task-based activities, and scaffolding techniques, she successfully maintained student engagement and ensured that the use of Language Reactor remained effective despite infrastructural limitations. Her ability to integrate digital media with communicative teaching principles reflects not only pedagogical competence but also a willingness to innovate in response to modern classroom needs.

4.1.4 Implementation Process and Mechanism of Language Reactor in Speaking Class

The implementation of the Language Reactor application in speaking class at the senior high school level was designed and carried out systematically to support students' oral communication development. Based on the teacher's lesson plan (RPP), interviews, and classroom observations, the learning process was divided into several stages: technical preparation, pre-speaking activity, while-speaking activity, and feedback or reflection stage. Each stage aimed to integrate technology into communicative learning while still maintaining the objectives of the English speaking curriculum.

a. Technical Preparation (Lesson Plan & Observation)

Before the lesson began, the teacher prepared all technical components required for the integration of Language Reactor. This included selecting the appropriate video from YouTube with bilingual subtitles, ensuring internet connectivity, and confirming that the Language Reactor extension was properly installed in the teacher device. Documentation of the teacher's RPP shows that the material selection followed the syllabus theme of "Expressing Opinions and Giving Suggestions." The teacher ensured that the chosen video contained real conversational English with clear pronunciation and contextual vocabulary.

b. Pre-Speaking Activity (Observation)

The pre-speaking stage began with a brief introduction to the topic and warm-up discussion. The teacher greeted the class, activated students' prior knowledge, and gave a short explanation about the Language Reactor tool. The teacher then played a short video segment related to daily conversation. During this phase, students were instructed to observe how the subtitles worked particularly the translation and playback functions. The teacher asked students to identify any unfamiliar vocabulary using the "click-to-translate" feature provided by the extension. The selected vocabulary was written collectively on the board and discussed as a class. This activity helped build vocabulary readiness and ensured that students could comprehend the video content. Observation notes showed that students were curious and enthusiastic, often pausing the video themselves to ask about pronunciation or meaning. This stage corresponded to Krashen's idea of providing "comprehensible input" (i+1) to facilitate language acquisition naturally.

c. While-Speaking Activity (Observation & Interview)

During the main activity, students practiced speaking through role play and retelling activities based on the video. After watching and analyzing the dialogue, the teacher instructed students to work in pairs to re-enact the conversation or summarize the storyline using their own words. The Language Reactor transcript feature allowed them to read along and practice pronunciation (shadowing). The teacher occasionally paused the video to highlight expressions, stress patterns, or intonation. From the interview with one student (S-02), it was revealed that

"Language Reactor made it easier to imitate how native speakers pronounce certain words, and I could repeat the sentence until I got it right."

Another student (S-03) mentioned,

"It's fun because I can watch and learn at the same time, not just read the text."

These responses indicated that the use of Language Reactor encouraged active speaking participation and reduced speaking anxiety. The teacher acted as facilitator and corrector, moving around the class to monitor pronunciation, vocabulary usage, and students' confidence during practice.

d. Feedback and Reflection (Interview & Documentation)

At the end of the session, the teacher conducted a short reflection and feedback phase. After students performed their speaking tasks, the teacher provided immediate comments on their fluency, accuracy, and pronunciation. Instead of giving direct correction, the teacher applied positive reinforcement, focusing on what students did well before suggesting improvements. The teacher also asked students to reflect on their experience using Language Reactor. One student (S-01) stated,

"It helps me speak more naturally because I can hear how people really talk in English videos."

Another added,

"It's easier to understand than textbook dialogues."

This reflection demonstrated how digital media can foster self-awareness and learner autonomy. The teacher documented the session by recording short clips of students' performance and saving screenshots of the vocabulary collected from the Language Reactor tool as part of the learning evidence.

Overall, the implementation process of Language Reactor demonstrated an effective blend between technological engagement and communicative teaching practices. It supported students' language input comprehension while enhancing their speaking output in a meaningful and enjoyable way. Although technical challenges such as unstable internet connections occasionally occurred, both the teacher and students managed to adapt smoothly, indicating high feasibility of this tool in supporting speaking instruction in EFL classrooms.

4.2 Discussion

This section discusses the findings of the research by connecting them with relevant theories and previous studies. While the previous section presented factual data obtained from classroom observations, interviews, and documentation, this part focuses on interpreting what those findings mean in the context of using Language Reactor as a technological medium for teaching English speaking at the senior high school level. The discussion is framed within Krashen's Input Hypothesis (1985), Communicative Language Teaching (CLT), and Mayer's

Multimodal Learning Theory (2009), as well as supported by sociocultural perspectives emphasizing teacher scaffolding and student interaction.

4.2.1 Language Reactor as a Source of Comprehensible Input

The findings show that Language Reactor provides students with rich, authentic, and comprehensible input through bilingual subtitles and real-life conversational videos. This aligns closely with Krashen's Input Hypothesis, which states that language acquisition occurs when learners are exposed to comprehensible input slightly above their current level (i+1). Through Language Reactor, students are able to access real-time subtitles, pause and replay sections, and instantly translate unfamiliar words. This interactive process helps learners to understand and internalize new language structures naturally. The teacher's role in selecting videos with appropriate difficulty levels ensures that the input remains comprehensible while still challenging. Similar to Siregar & Wardani (2022), who found that subtitled videos enhanced students' vocabulary recall and oral fluency, this study confirms that learners benefit from contextualized audiovisual input that supports natural acquisition and confidence in speaking.

4.2.2 Enhancement of Communicative Competence through Authentic Interaction

The observation results indicate that students became more engaged and communicative when using Language Reactor compared to conventional speaking practices. They were actively involved in retelling stories, shadowing native speakers, and re-enacting dialogues. This practice aligns with the principles of Communicative Language Teaching (CLT), which prioritizes meaningful communication and authentic language use over rote memorization. According to

Richards & Rodgers (2014), CLT encourages learners to use language for genuine interaction rather than mechanical drills. By using authentic videos from platforms like YouTube or Netflix, students are exposed to natural speech patterns, idiomatic expressions, and pragmatic elements that are rarely present in textbooks. This authenticity builds both linguistic and sociolinguistic competence key components of communicative competence. Furthermore, as found in Tanjung et al. (2023), video-based instruction can significantly enhance student confidence and engagement in oral tasks, which is consistent with the outcomes of this study.

4.2.3 Multimodal Learning and the Role of Technology in Supporting Speaking

Language Reactor embodies the concept of multimodal learning, combining visual, auditory, and textual inputs simultaneously. According to Mayer (2009), learners understand and retain information better when they process input through multiple sensory channels. In this study, students were not only listening to native speakers but also reading subtitles and observing body language, which strengthened their comprehension and pronunciation accuracy. Interviews revealed that students felt more confident imitating intonation and rhythm after repeated exposure. This multimodal input also caters to different learning styles—visual learners benefit from subtitles, while auditory learners gain from spoken input. The effectiveness of this approach is supported by Chen & Li (2021), who reported that multimedia-based learning environments enhance cognitive engagement and language retention among EFL students.

4.2.4 Teacher's Role as Facilitator and Scaffolder

The findings also emphasize the teacher's pivotal role in facilitating and scaffolding the learning process. Rather than being a passive observer, the teacher acted as a guide—explaining the video context, helping students interpret meaning, and correcting pronunciation errors through positive reinforcement. This role reflects Vygotsky's Sociocultural Theory, particularly the concepts of scaffolding, Zone of Proximal Development (ZPD), and the More Knowledgeable Other (MKO). The teacher provided support when students faced difficulty and gradually reduced assistance as students became more autonomous. As Alwasilah (2024) notes, effective integration of technology in language classrooms depends not only on the tool itself but also on how the teacher mediates its use to promote collaborative and meaningful learning. The interaction between teacher guidance and technological support in this study helped students achieve greater speaking fluency and independence.

4.2.5 Affective Factors: Motivation and Anxiety Reduction

Another key finding concerns students' affective responses to the use of Language Reactor. Many students reported feeling more relaxed and motivated during speaking activities. The interactive nature of watching familiar, entertaining videos lowered their anxiety levels and encouraged them to take risks in speaking. This observation supports Krashen's Affective Filter Hypothesis (1985), which asserts that emotional factors such as motivation and anxiety significantly influence language acquisition. When students are comfortable and engaged, their affective filter is lowered, allowing input to be processed more effectively. Consistent with Kusumawati & Azizah (2024), this study found that learners using Language

Reactor were more confident and enthusiastic in speaking because they could learn at their own pace and review materials as needed.

4.2.6 Challenges in Implementation

Despite the positive outcomes, several challenges emerged during the implementation of Language Reactor. Technical issues such as unstable internet connections and limited access to devices occasionally interrupted the learning flow. Additionally, some students were initially distracted by the entertainment aspect of videos rather than focusing on language features. This finding aligns with Yunita et al. (2022), who noted that the effectiveness of digital learning tools depends heavily on teacher supervision and school infrastructure. Nonetheless, these challenges were mitigated through teacher control, peer collaboration, and clear instructional guidance. The teacher's readiness and adaptive classroom management played a crucial role in maintaining focus and ensuring that technological use remained pedagogically purposeful.

CHAPTER V
CONCLUSION & SUGGESTION

This chapter presents the conclusion of the research and provides suggestions based on the findings about the implementation of Language Reactor in teaching English speaking.

5.1 Conclusion

The findings of this study reveal that the implementation of Language Reactor as a digital media in teaching English speaking at the senior high school level provides a structured and interactive learning process that enhances students' exposure to authentic English input. This research shows that the use of Language Reactor in the classroom follows a clear and systematic procedure that enables students to practice speaking more naturally and confidently.

First, during the planning stage, the teacher prepares lesson materials and selects suitable video content from platforms such as YouTube. The chosen videos are adjusted to the students' language level and related to the learning topic. The teacher ensures the Language Reactor extension is installed and functioning properly, providing bilingual subtitles and transcript features. Students are introduced to how the tool works especially how to pause videos, view subtitles, and click unfamiliar words to see instant translations.

Second, in the pre-speaking stage, students watch the selected video while observing both the English and Indonesian subtitles provided by Language Reactor. The teacher instructs them to identify unfamiliar vocabulary and save the translated words into a shared list for later discussion. The teacher then discusses key vocabulary and expressions with the whole class. This stage helps students build comprehension and vocabulary before speaking.

Third, in the speaking practice stage, the teacher encourages students to repeat key phrases from the video (shadowing) to imitate pronunciation and intonation. Afterwards, students are divided into pairs or groups to perform role-play or retelling activities based on the video's dialogue or storyline. The teacher facilitates this process by guiding pronunciation, helping with sentence construction, and encouraging hesitant students to participate actively.

Finally, in the feedback and reflection stage, the teacher provides immediate correction and constructive feedback on students' speaking performance—focusing on pronunciation, fluency, and grammar. Students are also asked to reflect on their learning experience, sharing what they found useful or challenging in using Language Reactor.

Overall, the implementation of Language Reactor integrates technology with Communicative Language Teaching in a way that is both practical and engaging. By combining listening, reading, and speaking through real video content, students not only gain authentic language exposure but also develop better pronunciation, vocabulary recall, and speaking confidence. Therefore, this research concludes that the proper use of Language Reactor in the speaking classroom involves clear teacher preparation, guided practice, and structured reflection, allowing both teachers and students to experience meaningful, technology-enhanced language learning.

5.2. Suggestion

Based on the findings of this study, several recommendations are proposed to improve the implementation of Language Reactor as a media for teaching English speaking. For teachers, it is recommended to incorporate Language Reactor

as a supplementary tool to enhance students' speaking fluency, pronunciation, and confidence. Teachers should prepare lesson plans that clearly outline the integration of Language Reactor with communicative speaking activities such as retelling, shadowing, and role-playing. It is also essential for teachers to provide continuous scaffolding and feedback throughout the learning process to ensure that students not only watch and listen but also actively produce language. Furthermore, teachers should anticipate possible technical challenges by preparing offline backup materials and allocating sufficient time for setup. Through consistent facilitation and encouragement, teachers can create a more engaging and student-centered learning environment.

For schools, providing adequate technological support is crucial. Schools are encouraged to ensure that classrooms have stable internet connections and access to digital devices to enable smooth implementation of Language Reactor and other technology-based learning tools. In addition, schools should facilitate regular professional development programs to train teachers in using digital media effectively in language teaching. Administrative and institutional support—such as providing facilities, technical assistance, and flexible scheduling—will greatly enhance the effectiveness of digital learning and encourage teachers to adopt more innovative practices in English instruction.

For future researchers, this study opens up further opportunities to explore the integration of Language Reactor in different educational contexts. Future studies may investigate its long-term impact on students' oral proficiency, listening comprehension, and intercultural understanding. Researchers could also compare the effectiveness of Language Reactor with other digital tools in improving

communicative competence or explore its use across different levels of education, such as junior high or university settings. Moreover, examining teacher perceptions and classroom management strategies in technology-integrated speaking instruction can provide valuable insights for broader pedagogical applications.

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APPENDICES

1. Survey Permit

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
JalanGajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
http:// fitk.uin-malang.ac.id. email : fitk@uin_malang.ac.id

Nomor : 3291/Un.03.1/TL.00.1/10/2025 13 Oktober 2025
Sifat : Penting
Lampiran : -
Hal : **Izin Survey**

Kepada

Yth. Kepala MA Daarul Ukhuwwah Pakis Malang
di
Kabupaten Malang

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka penyusunan proposal Skripsi pada Jurusan Tadris Bahasa Inggris (TBI) Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama	:	Falaah Yaasiin
NIM	:	210107110021
Tahun Akademik	:	Genap - 2024/2025
Judul Proposal	:	**The Implementation of Language Reactor as Media for Teaching English Speaking at Senior High School**

Diberi izin untuk melakukan survey/studi pendahuluan di lembaga/instansi yang menjadi wewenang Bapak/Ibu

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.

a.n. DEKAN
Dr. Muhammad Walid, MA
NIP. 19730823 200003 1 002

Tembusan :
1. Ketua Program Studi TBI
2. Arsip

2. Research Letter

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
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Nomor : 3680/Un.03.1/TL.00.1/10/2025 30 Oktober 2025
Sifat : Penting
Lampiran : -
Hal : **Izin Penelitian**

Kepada

Yth. Pengasuh Pondok Pesantren Daarul Ukhuwwah Malang
di
Malang

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama	:	Falaah Yaasiin
NIM	:	210107110021
Jurusan	:	Tadris Bahasa Inggris (TBI)
Semester - Tahun Akademik	:	Ganjil - 2025/2026
Judul Skripsi	:	**The Implementation of Language Reactor as a Media for Teaching English Speaking at Senior High School**
Lama Penelitian	:	**November 2025** sampai dengan **Januari 2026** (3 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik di sampaikan terimakasih.

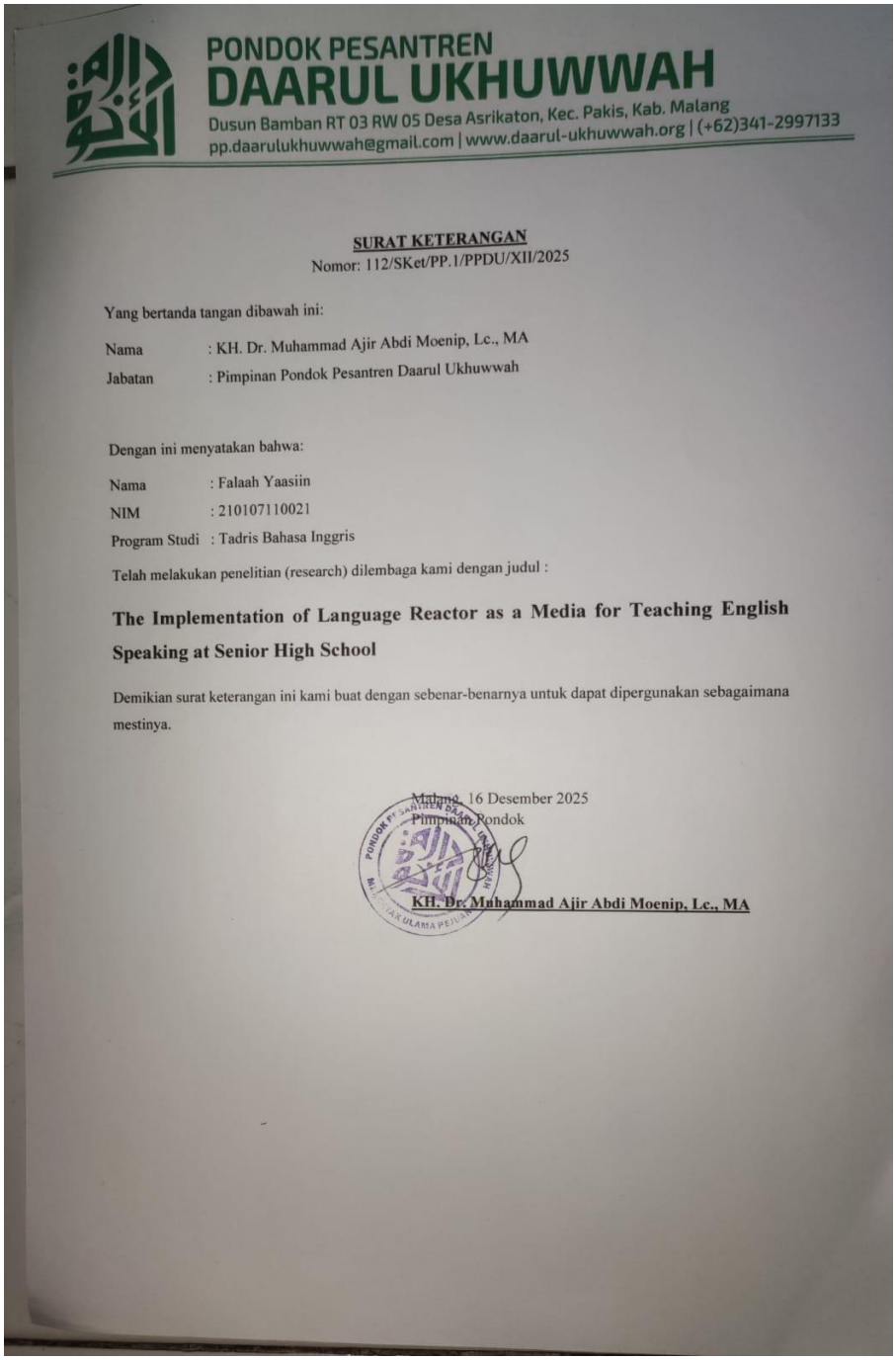
Wassalamu'alaikum Wr. Wb.

Dekan,

Prof. Dr. Muhammad Walid, MA
NIP. 19730823 200003 1 002

Tembusan :
1. Yth. Ketua Program Studi TBI
2. Arsip

3. Letter of Research Completion



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SURAT KETERANGAN
Nomor: 112/SKet/PP.1/PPDU/XII/2025

Yang bertanda tangan dibawah ini:

Nama : KH. Dr. Muhammad Ajir Abdi Moenip, Lc., MA
Jabatan : Pimpinan Pondok Pesantren Daarul Ukhuwwah

Dengan ini menyatakan bahwa:

Nama : Falaah Yaasiin
NIM : 210107110021
Program Studi : Tadris Bahasa Inggris

Telah melakukan penelitian (research) dilembaga kami dengan judul :

The Implementation of Language Reactor as a Media for Teaching English Speaking at Senior High School

Demikian surat keterangan ini kami buat dengan sebenar-benarnya untuk dapat dipergunakan sebagaimana mestinya.

Malang, 16 Desember 2025
Pimpinan Pondok

KH. Dr. Muhammad Ajir Abdi Moenip, Lc., MA

4. Documentation

Interview with two students from grade 11, the first photo with S-01 and the second with S-02. This interview was conducted on Friday, November 21, 2025

Observation photos in the classroom conducted on Friday, November 21, 2025

A. INTERVIEW SHEET

Research Title:

Researcher:

Interview Date:

Place:

Respondent:

Question for Teacher

No.	Curriculum Design (Syllabus, Lesson plans, Prota, Prosem)
1.	How do you align the use of Language Reactor with the speaking goals and competencies in the English syllabus?
2.	In what ways does Language Reactor influence the structure and content of your lesson plans, especially for speaking activities?
3.	What makes Language Reactor an effective or challenging tool for teaching speaking in your classroom?

No.	Teaching and Learning Implementation
1.	What steps do you take to introduce and prepare students to use Language Reactor in speaking lessons?
2.	How do you guide and support students during speaking activities that involve Language Reactor?
3.	What challenges have you encountered in implementing Language Reactor, and how did you overcome them?

4.	How do students respond to using Language Reactor in terms of engagement and speaking performance?
5.	In your opinion, how effective is Language Reactor in improving students' speaking skills compared to traditional methods?
6.	How do you evaluate students' speaking performance after using Language Reactor?

No.	Instructional Planning and Adjustments
1.	How do you ensure your lesson plan is suitable for your students' speaking level when using Language Reactor?
2.	Has Language Reactor influenced how you deliver and assess speaking tasks in class?
3.	Have you made any adjustments to your lesson plan during the implementation of Language Reactor? If so, why?

B. INTERVIEW SHEET

Research title:

Researcher:

Interview place

Date:

Respondent:

For students

No.	Experience of Using Language Reactor
1.	Do you enjoy watching videos with subtitles using Language Reactor? Why or why not?
2.	What do you feel when using Language Reactor for learning English speaking? Is it fun, useful, or confusing?
3.	Do you find it easier to understand and remember English expressions when using Language Reactor?
4.	Are you more confident to speak English after using Language Reactor?
5.	Do you prefer learning English speaking with Language Reactor compared to textbook-based learning? Why?

No.	Language Reactor's Impact on Speaking Skill
1.	Does Language Reactor help you improve your pronunciation and speaking fluency? How?
2.	Can you give an example of new words or expressions you learned through Language Reactor?

3.	Have you ever tried to imitate or repeat the speech from the videos? Was it helpful?

C. INTERVIEW SHEET

Research title:

Researcher:

Interview date:

Place:

Respondents:

QUESTIONS FOR HEADMASTER

No	Curriculum Design
1.	What strategies does your school apply to align curriculum design with technological innovation?
2.	How does your school support teachers in integrating media like Language Reactor into English learning?
3.	Has there been any professional development or training to assist teachers in using digital learning tools?

D. OBSERVATION SHEET

Research title:

Researcher:

Observation date:

Place:

Respondent:

Observation Aspects in The Classroom

No.	Subject	Observation Focus	Yes	No	Description
1.	Teacher	Teacher gives clear instructions before using Language Reactor	√		The teacher clearly explained the steps for using Language Reactor, including how to access the video, activate subtitles, and use translation features.
2.	Teacher	The content of the video is aligned with the speaking objective of the lesson	√		The selected video matched the topic "Expressing Opinions," featuring natural conversations relevant to the speaking objectives.
3.	Teacher	Teacher guides students in using click-to-translate and shadowing features	√		The teacher demonstrated how to use the click-to-translate feature and encouraged students to practice shadowing the speaker's pronunciation.
4.	Students	Students actively watch and use subtitles to identify new vocabulary	√		Students attentively watched the video, noted down unfamiliar words, and actively asked questions about vocabulary and pronunciation.

5.	Students	Students engage in pair/group speaking tasks (e.g., retelling or role-play)	√		Students worked in pairs to perform role-play and retelling activities using expressions and sentences learned from the video.
6.	Students	Students show enjoyment, confidence, and participation during speaking activity	√		Most students appeared enthusiastic and confident. They laughed, interacted actively, and supported each other during the speaking practice.

E. OBSERVATION SHEET

Research title:

Researcher:

Observation date:

Place:

Respondent:

The Application of Language Reactor

No.	Step	Observation Focus	Yes	No	Description
1.	Preparation	Teacher selects video and introduces Language Reactor features clearly	√		The teacher carefully selected a YouTube video relevant to the topic "Giving Opinions." Before starting, the teacher explained how to use Language Reactor, including how to activate subtitles, click for translations, and control playback speed.
2.	Comprehension	Students identify unknown words and repeat key phrases (shadowing technique)	√		Students watched the video attentively, paused at unfamiliar vocabulary, and used the click-to-translate feature. They practiced repeating short phrases following the video's audio to improve pronunciation and intonation.
3.	Speaking Practice	Students retell or perform dialogue based on the video with peer collaboration	√		Students worked in pairs to retell the video content using their own words and performed short dialogues.

					Collaboration was active, with students helping each other with pronunciation and sentence structure.
4.	Feedback	Teacher gives oral feedback on fluency, pronunciation, and vocabulary use	√		The teacher provided immediate oral feedback, praising good pronunciation and gently correcting errors in fluency and grammar. Positive reinforcement encouraged participation from all students.
5.	Reflection	Students reflect on what they learned, and teacher summarizes lesson objectives	√		At the end of the lesson, students shared what they learned and how the video helped them understand English better. The teacher summarized key vocabulary, expressions, and pronunciation points from the activity.

Transcript Interview

A. Question for Teacher

R: "How do you align the use of Language Reactor with the speaking goals and competencies in the English syllabus?"

T: "Kalau saya, dalam menyusun RPP dan silabus, tetap mengacu pada kompetensi dasar Bahasa Inggris terutama di bagian speaking, seperti mengungkapkan pendapat dan memberi saran. Nah, Language Reactor saya masukkan ke situ sebagai media pendukung supaya siswa bisa melihat langsung contoh percakapan asli dari video, jadi mereka tidak hanya baca dari buku saja."

R: "In what ways does Language Reactor influence the structure and content of your lesson plans, especially for speaking activities?"

T: "Jujur, sejak pakai Language Reactor, struktur RPP saya agak berubah. Biasanya kan cuma ada kegiatan inti seperti diskusi dan latihan berbicara, tapi sekarang saya tambahkan tahap pengenalan media, latihan dengan video, lalu refleksi setelahnya. Kelas juga jadi lebih aktif karena siswa ikut berinteraksi dengan videonya."

R: "What makes Language Reactor an effective or challenging tool for teaching speaking in your classroom?"

T: "Menurut saya, Language Reactor ini cukup efektif ya, karena siswa bisa dengar langsung pengucapan dan ekspresi dari penutur asli. Tantangannya paling di koneksi internet yang kadang lemot, dan waktu di kelas yang terbatas. Tapi saya lihat anak-anak jadi lebih semangat, bahkan yang biasanya diam mulai mau ngomong."

R: "What steps do you take to introduce and prepare students to use Language Reactor in speaking lessons?"

T: "Biasanya sebelum mulai pelajaran, saya jelaskan dulu ke siswa cara pakai Language Reactor. Saya tunjukkan cara nyalain subtitle ganda, klik terjemahan kata, dan pause video kalau mau ulang bagian yang susah. Kadang saya kasih contoh video pendek biar mereka ngerti dulu fungsinya."

R: "How do you guide and support students during speaking activities that involve Language Reactor?"

T: "Waktu pelaksanaan, saya keliling kelas bantu anak-anak. Kalau ada yang bingung arti kata atau pengucapan, saya bantu langsung. Saya juga arahkan mereka supaya tidak cuma nonton, tapi ikut menirukan kalimatnya atau praktek dialognya."

R: "What challenges have you encountered in implementing Language Reactor, and how did you overcome them?"

T: "Tantangan paling sering ya soal internet, kadang videonya loading lama. Selain itu, ada juga siswa yang belum terbiasa pakai media kayak gini. Jadi, saya akalin dengan menyiapkan video yang sudah diunduh dan bagi mereka dalam kelompok supaya bisa saling bantu."

R: "How do students respond to using Language Reactor in terms of engagement and speaking performance?"

T: "Respon anak-anak sih bagus banget. Mereka bilang belajar pakai video kayak gini lebih seru, nggak ngebosenin. Mereka juga jadi lebih percaya diri buat ngomong karena bisa lihat dan denger langsung gimana cara orang bule ngomong."

R: “In your opinion, how effective is Language Reactor in improving students’ speaking skills compared to traditional methods?”

T: “Kalau dibandingkan cara tradisional, jelas lebih efektif pakai Language Reactor. Anak-anak nggak cuma hafal dialog dari buku, tapi juga ngerti konteksnya. Mereka belajar ekspresi, nada bicara, dan cara ngomong yang lebih natural.”

R: “How do you evaluate students' speaking performance after using Language Reactor?”

T: “Untuk penilaian, biasanya saya nilai pas mereka praktik berbicara, misalnya role-play atau retelling dari video. Saya perhatikan dari segi kelancaran, pengucapan, dan penggunaan kosakatanya. Setelah itu, saya kasih umpan balik langsung supaya mereka tahu bagian mana yang perlu diperbaiki.”

R: “How do you ensure your lesson plan is suitable for your students’ speaking level when using Language Reactor?”

T: “Waktu nyiapin pelajaran, saya pilih video yang sesuai dengan kemampuan siswa. Jadi nggak terlalu cepat, kosakatanya juga masih bisa mereka ikuti. Biasanya saya cari video dari YouTube yang bahas topik ringan seperti percakapan sehari-hari.”

R: “Has Language Reactor influenced how you deliver and assess speaking tasks in class?”

T: “Sejak pakai Language Reactor, cara saya mengajar dan menilai juga berubah. Dulu lebih banyak tes tulis, sekarang saya lebih fokus ke performa mereka waktu berbicara. Jadi penilaiannya lebih ke praktik dan keberanian ngomong.”

R: "Have you made any adjustments to your lesson plan during the implementation of Language Reactor? If so, why?"

T: "Kadang saya ubah rencana di tengah jalan, terutama kalau waktu di kelas nggak cukup. Biasanya saya bagi jadi dua pertemuan, yang pertama untuk nonton dan belajar kosakata, yang kedua untuk praktik ngomong. Cara ini lebih efektif karena siswa bisa siap dulu sebelum ngomong di depan."

B. Question for Student

R: "Do you enjoy watching videos with subtitles using Language Reactor? Why or why not?"

S: "Iya, saya suka nonton video pakai Language Reactor, soalnya jadi lebih gampang ngerti apa yang dibicarakan orang Inggris. Kalau ada kata yang nggak tahu, tinggal klik aja langsung keluar artinya. Jadi rasanya kayak belajar tapi juga sambil nonton film, seru aja."

R: "What do you feel when using Language Reactor for learning English speaking? Is it fun, useful, or confusing?"

S: "Waktu pertama kali pakai, saya ngerasa senang dan penasaran. Awalnya agak bingung karena banyak tombolnya, tapi lama-lama terbiasa. Belajarnya jadi lebih menyenangkan karena bisa lihat langsung cara orang ngomong Inggris yang asli."

R: "Do you find it easier to understand and remember English expressions when using Language Reactor?"

S: "Iya, jelas lebih gampang diingat. Kalau cuma baca di buku suka cepat lupa, tapi kalau lihat videonya dan dengar cara mereka ngomong, saya bisa ingat

ekspresi dan cara ucapannya. Kadang malah keinget terus di kepala karena sering diulang-ulang."

R: "Are you more confident to speak English after using Language Reactor?

S: "Saya jadi lebih percaya diri. Dulu takut salah ngomong atau diejek teman, tapi setelah lihat cara ngomong dari video dan latihan tiruannya, saya jadi berani. Rasanya lebih siap kalau disuruh ngomong di depan kelas."

R: "Do you prefer learning English speaking with Language Reactor compared to textbook-based learning? Why?"

S: "Saya lebih suka belajar pakai Language Reactor dibanding buku. Kalau buku itu kadang bikin ngantuk, tapi ini kayak belajar sambil nonton. Bisa lihat konteksnya juga, jadi tahu kapan harus pakai kata tertentu."

R: "Does Language Reactor help you improve your pronunciation and speaking fluency? How?"

S: "Iya, bantu banget buat pronunciation. Di video bisa denger langsung gimana cara orang bule ngomong, terus saya bisa ulang sampai mirip. Jadi pelafalan saya lebih bagus dan lancar waktu ngomong.

R: "Can you give an example of new words or expressions you learned through Language Reactor?"

S: "Contohnya saya belajar kata "I got you" dari video, ternyata itu artinya bukan "aku dapat kamu" tapi lebih kayak "aku ngerti maksudmu". Jadi belajar juga makna yang sebenarnya dalam konteks percakapan."

R: "Have you ever tried to imitate or repeat the speech from the videos? Was it helpful?"

S: “Iya, saya sering banget tiru cara mereka ngomong, terutama pas ada kalimat yang keren. Saya pause videonya, terus saya ulang sampai bisa. Itu bantu banget buat lancar ngomong dan tahu intonasinya juga.

CURRICULUM VITAE

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